

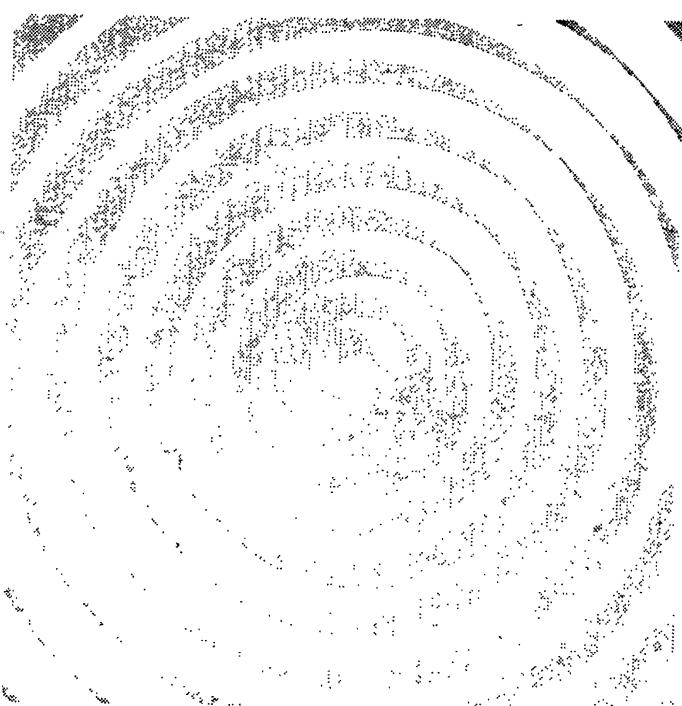
Regd. No. RN-10695/66

LA **BULLETIN**

VOL XVI

NO 3-4

JULY-DEC, 1980



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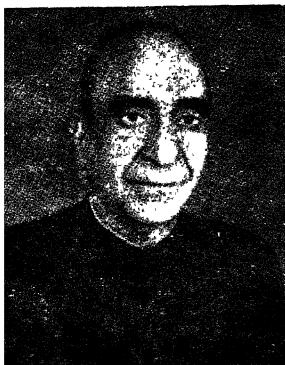
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THE PRESIDENT'S LETTER

The XXVII All-India Library Conference to be held in Hyderabad, in January 1981, is discussing two important topics which are of great significance and considerable importance to the Library profession.

1 The question of Library Legislation has been engaging the attention of the profession for the last over forty years. So far, only five states have enacted the law. A few others have been considering it during the past decade but have not yet been able to finalise the matter. It is high time that all the States and Union Territories make up their mind and bring forth the legislation without further delay. It is too late in the day to elaborate upon the desirability of having the Library Acts on the statute book.

Our Public Library system is in a moribund condition in the absence of a suitable library law; and without a proper public library system the amelioration of our masses, steeped as they are in illiteracy and ignorance, is an uphill task. It is time that this cardinal truth is realised. The idea of discussing it at Hyderabad is to have a second look at the existing

legislation, and in the light of that, to formulate our opinion regarding a better legislation for the other states. It is hoped that the library fraternity, in their conference, will provide a lead to the law makers and will reiterate their plea of expeditious action in the matter.

* * *

2 Stock-taking in the Libraries is a matter on which the profession should, with one voice, express their considered opinion.

Not infrequently, a number of librarians, particularly those working in small libraries, have to face harassment and in some cases, even an occasional cut in their emoluments, not due to any fault on their part, but due to a lack of proper understanding on the part of the powers that be.

The whole concept of stock-taking in the libraries needs to be re-stated in the light of latest developments. The so-called rules, framed by the authorities on the subject are outmoded antiquated and rather obsolete. These need to be

replaced by enlightened, realistic, liberal and forward looking regulations. Libraries are not 'stores' to be physically verified periodically, they are institutions for rendering 'service' to the reading public. Their stacks are not meant to be locked but are required to be opened to the users. Librarians are expected to encourage the use of their collection rather than keep, their clientele away, under the shadow of a constant threat of 'rendering account' of their stocks and pay for any loss.

It is hoped that as a result of the discussions at Hyderabad it will be possible

for us to come out with clear recommendations which will not only meet with the requirements of the situation but will also be acceptable to both the authorities as well as the library community.

I will therefore expect that librarians, library workers, library authorities and all others interested in the organisation and development of libraries will participate in the deliberations of the Conference at Hyderabad in large numbers and will provide an opportunity to the profession to state its views clearly and cogently for the guidance of all concerned.

B L BHARADWAJA

Systems Approach to Design and Retrieval of Information in Large Organizations

DR S S SRIVASTAVA*

Enumerates the parameters of a system. Describes information system as made up of interlinked components or subsystems through certain processes. Makes out a case for computerization of information. Discusses different aspects of information systems such as devices, retrieval process, generic search and on-line systems.

0 INTRODUCTION

A difficult and somewhat onerous task is that of designing a suitable and efficient information system for documentation, storage and retrieval in a large organization. This requires a thorough knowledge of the organizational working and its philosophy. It also needs familiarity with all functional areas of the library systems, which for this purpose can be considered as a large organization. More than anything else it requires experience, skill and vision of the Information System Designer to understand, appreciate and assimilate the information needs of the organization. This is a task which requires careful and sensitive appreciation of the dynamic needs on the one hand and the capabilities offered by the growing technology on the other. The essence of design is to plan, conceive and put in operation an information system which is both efficient and economical and

meets the growing needs of the organization.

1 PARAMETERS OF A LIBRARY SYSTEM

A library is a system in its own rights. It becomes necessary to define the parameters of this system. The general outline followed in systems approach is to spell out the following characteristics:

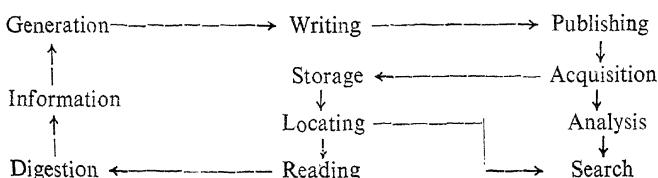
- I. The system (a description of what and where the system is, relative to the rest of the environment).
 - A. Boundaries (what is in the system, what is outside the system).
 - B. Components (those distinguishable entities that affect the accomplishment of the systems objectives to a specified degree).

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- II. System's present objectives (a statement of what the system is presently attempting to accomplish).
- III. System requirements (what it must provide or do).
 - A. For the environment
 - 1. Within the Organization
 - 2. Outside the Organization
 - B. For itself (self-imposed requirements).
- IV. System structure (a description of the organization and interaction within the system).
 - A. Hierarchical relationships among components.
 - B. Interactions of components.
- V. System state (a description of the system's contents and the characteristics of those contents at this moment in time).
- VI. Analysis of system
 - A. Its objectives relative to the requirements.
 - B. Its state relative to its objectives.
 - C. Its structure relative to its objectives.
- VII. Suggested modifications
 - A. In objectives
 - B. In structure
 - C. In state (amount of components such as inventory, cash balance, etc.).

2 INFORMATION SYSTEM

An Information system can be viewed as a system made up of a number of interlined components or subsystems through certain processes. A subsystem is in fact a high level component that may be further analysed into lower level components. The components of a system may be linked together in various ways, each particular inter-relation of components is a configuration. Everything outside a system is its environment. Outside information transfer systems are the activities that generate and use information. The most general definition of system 'input' is any part of the environment that affects the system, and system 'output' is any effect of the system on its environment. One may distinguish between wanted or designed inputs and outputs and unwanted or undesired ones. A system designed by people has a wanted 'output' which should meet the objective for which the system is designed. The chain in the information processing system may be represented as follows:



3 SYSTEM PERFORMANCE

The system performance can be measured by evolving a measure of effectiveness in the light of the set objectives. Effectiveness should be assessed by examining the input and output of the system and its interactions with the environment. The normal systems analysis techniques can be applied to see the cost-effectiveness and even to explore alternative approaches in meeting the systems requirements. There are various types of mechanical electro-mechanical and electronic systems now available for information processing and cost effectiveness of these can be estimated before a system is chosen. However EDP is a powerful system.

4 INFORMATION EXPLOSION

There is an information explosion taking place around us. Information is doubling every second year. There are about 3 to 4 million articles appearing each year in some 30,000 significant journals with a growth rate of 8 to 10% per year¹. A good scientist can at best hope to scan about 3,000 articles per year and may read 5 to 10% of those available. The scatter of significant information in many inter-disciplinary peripheral journals is missed unless the scientist has at his disposal a good information processing system. Dr JD Bernal, a well known physicist once said that it was sometimes easier to rediscover a phenomenon than to learn from literature that it has been discovered earlier².

5 COMPUTERISATION OF INFORMATION

The computerisation of information has provided a practical means to organise

and process this flood of information. Rapidly advancing computer technology provides the ability to store and process a mass of data at a fast rate. The development in information storage and retrieval are good examples in the area of this developing technology.

6 STORAGE OF INFORMATION

Electronic storage devices use some form of electronic pulse to represent a binary digit. Characters are represented by some combination of binary digits (bits). Characters are organized into computer words in one of the two ways. Fixed-word-length machines handle a fixed number of characters as a word. 'Variable-word-length' machines allow this size of words to vary, placing special 'word marks' between contiguous words in the storage.

All storage devices used for primary computer memory are organized for identification of and access to each word (or character). In a fixed-word-length machine, each word stored contains the same number of characters. Each numbered storage location contains the fixed number of characters identified as a 'computer word'. When an 'address' is given, it refers to the entire content of that word location, either calling out or replacing all characters in the word location.

61 TYPES OF STORAGE DEVICES

Current memory devices for primary and secondary on-line storage, use either fixed magnetic devices, moving magnetic surfaces or micro-circuit as the storage media. Experimental storage devices involving lasers, cryogenics and light as medium etc., are, however still not avail-

able for mass use although they represent advanced technology.

62 CHARACTERISTICS OF THE STORAGE DEVICES

The following factors determine the character of the storage devices:

- (i) Speed
- (ii) Capacity
- (iii) Expandability
- (iv) Access Mode
- (v) Reliability
- (vi) Ease of use

The characteristics of available storage devices can be compared and the one best suited can be selected for an appropriate system for information storage.

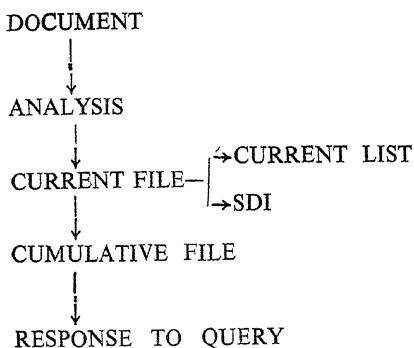
7 RETRIEVAL PROCESS

The elements of retrieval process are:

- (a) Formulation of a query
- (b) Accessioning of records in the file to permit examination
- (c) Comparison of query with records
- (d) Selection of Information from record
- (e) Evaluation of the retrieved information.

8 OUTPUTS FROM INFORMATION SYSTEMS

An information system can serve a number of outputs e.g.



91 GENERIC SEARCH

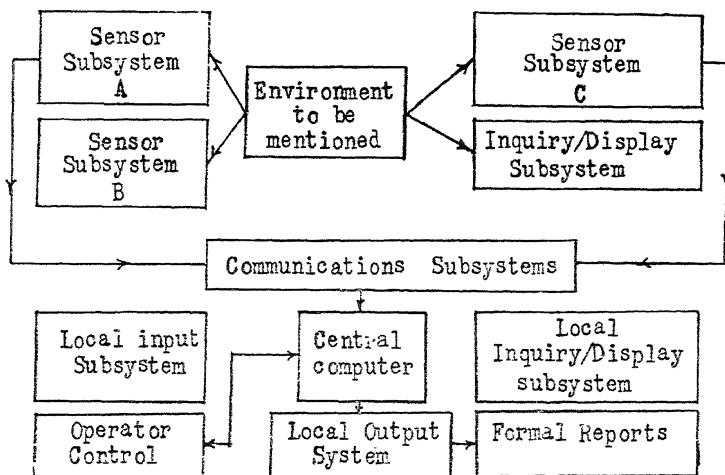
The nature of an article for indexing can perhaps be represented better if a string of assigned index terms or descriptors in some ordered sequence are given to it. It can help immensely the process of search and retrieval as the depth of indexing is increased in this process. The essence of this provision for generic search in assigned index languages is to draw descriptors from a thesaurus (alphabetical or hierarchical) that links specific and more general terms. In a computerised information system this search greatly helps the process of retrieval and can even be put on the real time on-line systems.

92 ON LINE SYSTEM

On line real time systems have a very special role and can be hooked up for information transmission between a user and a library and between libraries for important and critical information. An outline of a real time system is shown in Figure 1.

The system consists of input sensor devices, a communication system including an interface, a central computer and an

Figure 1



output system. The input sensor device can usually take a film, a card or a document. The output device may consist of a tele-type page or strip printers or a C.R.T. display device. The requirements are usually determined by the cost of system and flexibility required in the system.

The communication network plays a very important part in the real time system, transmitting the information from library to the user or between libraries. This network can make use of standard telephone lines, radio or T.V. channels, or micro-wave links. Generally capacity of this systems varies with the cost.

The central computer in a real time network may occur in varying configurations and each of these configurations

has its inherent advantages and disadvantages. The choice of a particular configuration depends in large part upon the systems requirements and in turn has a strong effect on the systems performance. However, use of real time systems, in information transmission has revolutionised the technology. It is now possible to get scientific, social and economic information from one part of the world to the other at the speed of light.

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Application of Computers : A Challenge for Change

KRISHAN KUMAR*

Describes the reasons for use of computers in libraries. Mentions the areas for application with special reference to reference and information service. States the information system likely to exist in AD-2000. Enumerates the issues for discussion concerning application of computers in India. Mentions the reasons for slow adoption of computers. Pleads for greater involvement of librarians in the application of information technology.

0 INTRODUCTION

The electronic age started after the Second World War. Computer is a gift of the electronic age. It is a versatile machine, which can help mankind in many ways. We must accept it and utilize it to derive maximum benefit. Its strength lies in the removal of mental drudgery and extension of mental power.

Potentialities of computer have been realized by librarians to a certain extent. This is apparent from increasing amount of literature appearing on the application of computers. The decades of 1960s and 1970s have witnessed unparalleled growth and development of library automation (application of new technology to the area of professional activity concerned with library and information science). This is also equally true for computer application to libraries. The on-line revolution is beginning to take place in libraries in USA and Europe. Therefore, 1980s shall prove to be a de-

cade of great achievements. We in India can not remain aloof from these developments.

1 WHY USE COMPUTERS ?

Computers have been used very often to produce the same services and products as those achieved through manual process. However, there are exceptions such as MARC bibliographical services. These are new services which cannot be provided by means of manual procedures.

There is increasing volume and variety of literature to be handled by librarians especially in science and technology. In case the number of users to be served is large, then it becomes difficult to know all the interests of the users being served, as very often, these keep on changing. Due to these reasons, it becomes difficult to provide SDI (Selective Dissemination of Information) manually. Computerised SDI would provide the answer.

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However, if it is a small scale operation, then manual operation might work not otherwise. Improvement in services offered to users by means of computer-based library systems provides a strong basis for introduction of automation in libraries. This can be considered as the strongest justification.

Libraries which have introduced on-line services in USA have been able to enhance their reputation. Automation has added to the prestige of the profession. In such cases, users have started looking at the role of library staff from a new angle in a favourable light. The sight of professional librarians engaged in highly specialised jobs involving the application of new technology has certainly led to a better image. In this respect he is not considered merely a library clerk but a professional information specialist.

2 AREAS FOR APPLICATION

In the application of computers, we should adopt systems approach. For instance, a system meant for producing a printed list of periodicals holdings must not be considered in isolation but in relation to other closely related systems. In this case related systems are procedures meant for dealing with subscription of periodicals. In a larger context, the first mentioned system is also related to catalogues produced by the library. The ultimate aim being to achieve an integrated system.

The following are some of the areas for application:

- (a) Listing
- (b) Accounting

- (c) Periodicals registration
- (d) Circulation control or issue
- (e) Book ordering and acquisition
- (f) Catalogues and bibliographies
- (g) Resource sharing
- (h) Information and bibliographical retrieval
- (i) Stock verification
- (j) Management information

3 LISTING

Simple one-file systems involving most straight forward data-processing techniques are considered very good to start with for the sake of gaining experience of mechanized systems.

Listing systems may include the following:

- (a) Periodicals holdings list including lists of periodicals
- (b) Authority files including lists of subject headings
- (c) Subject indexes of various kinds (techniques of KWICK and KWOCK etc. variety have been employed).

4 ACCOUNTING

Computers are being used for primary accounting applications. The data provided by these systems can be summarised and reported to management in concise form. Accounting systems used in libraries are somewhat similar to those used in other organizations.

5 PERIODICALS CONTROL

Periodicals control system is concerned with main work of a periodicals depart-

ment. Such a system covers recording of arrival of each periodical issue, initiating new orders, and making a claim for those periodical issues not received when expected to arrive. The libraries have developed such systems to perform varied functions. But a recording of periodicals issue is a basic function performed by them.

6 BOOK ORDERING AND ACQUISITION

The main function under book ordering and acquisition is concerned with ordering of new books. In book ordering and acquisition system, a machine-readable file of order records is used instead of manual order file. A number of straightforward listings enable the staff to obtain necessary information and control.

7 CATALOGUES

The computers have been used for the production of catalogues in card, punched card (mechanized), microfilm, or magnetic disk forms. The advantage of using the computer is that it can store entries, interpolate new entries, withdraw entries and print out updated version in a desired form. A recent development has been the use of microfilm for displaying computer formulated catalogues. Here photo-typesetting techniques using computer controlled typesetters are employed. The process is called COM (computer output microfilm). This form of catalogue leads to space and financial saving. However, multiple microfilm readers need to be provided to enable many persons to use these simultaneously. These readers are not very costly. A

computer itself can be used as a catalogue, that is the information can be stored within the computer and kind of entries required can be got as and when required. For this purpose, the computer can be interrogated directly. Here the access may be provided either via a terminal or visual display unit (VDU). At Ohio College Library Centre (OCLC), experiments have been conducted. Extensive files are stored in the computer, and on-line computerized shared-cataloguing service is provided for libraries. Attempts similar to Ohio College have also been made elsewhere to use computer as a catalogue. WLN (Washington Library Network) computer system and RLIN (Research Libraries Information Network) are competitive library networks to OCLC.

The development of computer-based union catalogues has even been achieved in developing countries. INSDOC has used computer to compile regional union catalogues. The union catalogues being compiled and printed by this method are neither too expensive nor difficult to achieve.

8 BIBLIOGRAPHY

Computers are being used for compiling descriptive and analytical bibliographies. However, they have been used on a larger scale in systematic bibliography.

Application of computer has made it possible to produce large citation indexes, which otherwise would be very difficult to achieve. Complex combinations of indexing/abstracting services are now being produced, which were not possible with manual methods. In case of many indexing and abstracting services, indexes are being produced with the help

of computers. Indexes of *Chemical Abstracts*, *Biological Abstracts*, *Physics Abstracts*, *Indian Science Abstracts* etc. are produced by computers.

In many cases, not only are indexes to bibliographic tools being compiled and printed with the help of a computer, but complete bibliographic tools are being compiled as well as printed by computers. For example, *Subject guide to books in print* (New York, Bowker) is produced from records stored on magnetic tape, edited by means of computer programmes and typeset by computer-controlled photocomposition. Similar types of methods are being used in many trade and national bibliographies, and indexing and abstracting services.

91 RESOURCE SHARING

Cost and demands of users have increased in terms of variety and degree. On the other hand, library budgets have not increased to that extent. This has impelled librarians to make efforts towards resource sharing. Technology is available which can be applied for creating networks. OCLC has demonstrated the potentiality of the computer in a library networking environment. Resource sharing offers great scope for computer application. The technology of computers and communication is available which can enable sharing data about recent acquisitions, holdings, inter-library loan requests, etc.

92 BIBLIOGRAPHICAL RETRIEVAL

The application of computer has made it possible to create large data bases, leading to efficient and fast access to sour-

ces of information for current awareness services as well as retrospective literature search. At present a number of computer-readable bibliographic data bases having international scope are being brought out. Some of the important ones are AGRIS, BA-PREVIEWS, CA-SEARCH, COMPENDIX, INIS, INSPEC, MARC, MEDLARS/MEDLINE, NASA, SCI, etc.

93 INFORMATION RETRIEVAL

From a given data base containing information relevant to the inquiry in hand, a computer can produce an output in the form of a print out. The output may have high precision ratio and low recall, or *vice versa*. It is also possible to arrange the output under broad subject categories alongwith abstracts and keywords.

A large number of computer-readable bibliographic data bases are available. These data bases consist of document representations and surrogates. Document surrogate usually includes bibliographic citation and a list of index terms used to represent the subject of the document. These can be continuously updated. These have caused a major revolution in the provision of information service. These data bases can be used to provide SDI service, for retrospective search services, to generate printed indexes etc. Many of these data bases are available on loan from individual organizations (e.g. Chemical Abstract Service). However, these are expensive and only few organizations can afford these in developing countries. Therefore, the trend in USA is to set up regional information centres, which provide

access to a number of data bases to users from different organizations.

Here we may refer to off-line and on-line processing. Off-line means that the searcher of an information system is not in direct communication with the data base or with the computer being used to manipulate the concerned data base. The user has to prepare the search strategy away from the data base and without being able to interact with it. "This searching strategy is put into machine readable form, batched with others, and "run" when computer time becomes available"¹. However, "in an on-line system the users are in direct communication with the computer and with the data base they wish to interrogate. They communicate by means of a terminal which may be a simple typewriter terminal or some type of video display (e.g. Cathode ray tube or plasma panel) with associated keyboard, connected to the computer by means of communication lines"². Communication lines are regular telephone lines, therefore it is possible to have a terminal at any place away from the computer itself. Communication satellites can also be used for the purpose.

In U.S.A., experiments on on-line information retrieval were carried out in early 1960s. On-line systems have come into their own in 1970s. Response in such a system is immediate because it can respond rapidly to a command by the user, say in 5 seconds or less. A searcher can interact directly with the data base, developing his search strategy on a trial and error basis. In other words, it becomes possible to modify the search strategy while the search is in progress. It would become possible to conduct multidimen-

sional searches, overcoming the uni-dimensional limitations of manual approach. Files can be updated on daily basis.

Computerised systems of information retrieval are of immense value, especially when one wishes to carry out comprehensive searches or search is for highly specific piece of information. ESRO (European Space Research Organization), Space Documentation Service (SDS), operates an on-line time interactive information retrieval (RECON) which consists of a network of remote terminals located in member states of ESRO linked to a central computer in Frascati (Italy) by means of telephone lines. Each such terminal has direct access to central data base at Frascati. ESRIN/RECON on-line long distance demonstration took place successfully in Bombay in 1976. Bombay was linked to ESRIN centre in Frascati. The experiment proved the feasibility of telecommunication network for the purpose of information retrieval. Systems of computer-based Selective Dissemination of Information (SDI) for individuals have been developed in many fields. A subscriber to these services receives computer-produced indexes and abstracts on cards or paper in his field of specialization. In India a number of experiments have been made to provide computerized SDI. Mention may be made of a pilot project carried out at Madras under UNESCO/UNISIST programme.

94 MANAGEMENT INFORMATION

An information system has the capability to provide summarized information for analyzing personnel output or evaluat-

ing the library's recruitment programme. This kind of use of computer is often called a management information system. Management information systems are beginning to play an important role in this context.

95 MULTIPURPOSES

Cataloguing and circulation systems can make use of output from an acquisition system, and if the latter is mechanized, it can in time build up useful machine readable files which may be put to use on the subsequent mechanization of circulation or cataloguing routines. But the catalogue of a library is central to all activities and services. Its mechanization is of great importance because it is the key to most of the important services provided to the users as well as it has a direct relationship with other peripheral functions and files (e.g. a library is linked up with other libraries by means of the catalogues).

MARC records of new books are being created by the library of Congress (Washington) and British National Bibliography. Libraries subscribing to these services receive a magnetic tape each week. These contain the records of newly catalogued books which got accumulated since the previous tape was published. Each new tape is used by libraries for multiple purposes such as ordering new books, SDI and input to cataloguing systems, etc.

Washington Library Network (WLN) computer system performs reference and other public service functions. This system has proved itself to be a competitive library network to OCLC

and RLIN. WLN provides shared cataloguing package. The data base consists of nine on-line files in the integrated bibliographic and acquisition subsystems. For example, the bibliographic file contains all LC distributed MARC records listing 1-3 million titles.

In U.S.A., on-line cataloguing, circulation control, automated resource sharing, and management information systems are increasingly being accepted as an integrated part of library operations but on the other hand automation of public services has not reached the same stage of development and also acceptance. This could be due to number of reasons. Firstly information and bibliographic retrieval systems, supplied by agencies such as Lockheed, SDC (System Development Corporation), and the New York Times are complicated due to financial and technical constraints and as a result these are evolving more slowly. Secondly, there also seems to be more resistance and reluctance on the part of reference librarians to accept the qualitative changes taking place in reference service due to the introduction of on-line systems. Use of on-line bibliographic searching systems is increasing at a rapid rate in Europe and U.S.A but many reference librarians consider these systems not directly related to reference process. It should be kept in view that on-line bibliographic retrieval service used together with traditional reference service can help greatly improve the image of librarians. In U.S.A. most of the libraries (except some special libraries) on-line retrieval services are not fully integrated with the day-to-day reference functions. This development is rather unfortunate.

96 INFORMATION SYSTEM IN AD 2000

According to Lancaster, in the year 2000, "every scientist will have an on-line terminal in his office. Perhaps he will also have one in his home. The terminal will be likely to have some form of video display to receive information and some form of keyboard to transmit information. The video display might consist of a CRT device, a plasma panel, or some other display mechanism yet to be invented. The keyboard may be only one of several communication devices available with the terminal. Some forms of communication may be achieved by light pen, by finger touch, or other mechanisms"³. In addition, he will have a portable terminal to take home and carry around when travelling. Portable one would be a lightweight typewriter device. The scientist will use his terminal in a routine manner to create, transmit and receive information. Perhaps this may not be true for India. However, we might reach the above stage a little later.

97 ISSUES

The following issues arise in the context of Indian situation:

(a) Use of traditional information sources versus computer readable data bases: Can we afford computer readable bases? Does the user of computerized services get any real benefit as compared with traditional information sources? Here we may also take into consideration potentialities of on-line information services.

(b) Impact on information policy, library functions and users: Librarians

will have to re-examine the information policy and library functions in the changing environment.

(c) Order of priority for automation in Indian libraries.

(d) Priority areas for library automation.

(e) On-line versus off-line: According to Axford, "In these times of severe budget stringency, it is questionable whether the advantages of an on-line cataloguing information network, even with its attendant benefits for acquisition and interlibrary loan outweigh a per title processed charge that is slightly more than two times the average per title cost for an off-line system"⁴. This figure has been mentioned in relation to OCLC. It had already been observed that on-line had many advantages. At the same time, it has certain disadvantages. In our context, we should examine this aspect carefully.

(f) Training of manpower required for automation: Application of new technology requires the knowledge concerning library and information science, system analysis, computer science and programming.

(g) Training of users (could be librarian or information scientists or user) who are directly on-line so as to acquire necessary skills.

(h) Charging of fee versus provision of service free of charge.

(i) Standardization: For effective networking implies the standardization of cataloguing practices.

(j) Research to develop, design, implement and evaluate information systems.

98 CONCLUSION

There was a time in early 1960s, when librarians looked at application of computers with cynicism. It was felt that computers had little to offer. However, due to developments in the information technology, we find ourselves on the threshold of a revolution. A social revolution is taking place which is making it possible for information to be made available to the farthest corners of the globe. Although the sources of information including bibliographical sources may not be directly available to a user, but he can have access to information due to the availability of the latest information technology. In this context, we should recognize the true dimension of on-line revolution in terms of scope and range. Application of on-line technology to library functions and services is highly significant. Hopefully, its use in India will lead to qualitative improvement of existing library and information services. It will also become possible to start certain services which are difficult to provide otherwise. There is no doubt that its impact on libraries and users is going to be tremendous.

Libraries have been slow to adopt automation because of the following reasons:

- (i) Librarians have been generally slow to accept new ideas.
- (ii) Librarians have waited for costs to come down.
- (iii) Libraries are not profit making organizations, therefore, there is less of incentive to go for automation.
- (iv) Lack of personnel qualified to undertake automation.

The sooner our libraries get involved in automation better it is. However, we should take advantage of the experience of other countries. We need not undergo all the stages of development undergone by them, but can cut down certain stages. It also means that library schools should take responsibility for training personnel who would become available to take up the challenge.

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The Mechanics of Stock-taking in Libraries : A Case Study of Indian Institute of Technology, Delhi

A L KAPOOR*

Examines the problem of stock-taking of books in libraries in the Indian context. Discusses the desirability of stock-taking from various points of view. Describes various methods followed for stock-taking in Indian libraries, giving their strong points and limitations. Advances the view that in big libraries only a computer based stock-taking can succeed. Describes in details a mechanism of stock taking based on computer operation followed in the Indian Institute of Technology, Delhi in 1977. Provides the cost analysis of the computer operation.

1 FOR AND AGAINST

The process of stock-taking in the libraries is an operation which librarians generally abhor and the audit always insists. Hardly there will be an annual audit report of an institution in which a paragraph on stock-taking of books in the library does not figure, saying it has not been conducted or if conducted not completed, or if completed not finalized. From the audit point of view, it is considered a solemn ritual to find out the losses, to fix the responsibility for losses, to account for the losses by recovery or writing off, and to lay down steps to prevent repetition. Librarians with service motivation find it an unnecessary ritual without any usefulness—a sheer wastage of time and a goose hunt to fix responsibility for the losses.

In view of longer working hours, the staff is put on duty by rotation and with

every change in 'Shift' handing over or taking over charge of the books and the reading materials is not possible as is usually done in case of items in a store. Therefore, like items in a store, the books and journals are not amenable to accounting. Lending libraries work for longer hours and remain open on Sundays and holidays. Therefore, responsibility of safe custody of books cannot be pinned down on specific persons, who may be held responsible for losses.

In fact librarians dispute the very wisdom, of holding-stock taking in libraries. The librarians feel that the disruption in service during the stock-taking when the library is closed, arrears in dak, ordering and processing of books, etc. do not justify the operation.

Librarians feel that amount of expenditure on staff, on computer, stationery etc. for holding stock-taking may be more

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than the worth of losses discovered. However, it does not mean that the auditing of accounts should be abolished because the cost of maintenance of the unit is more than the worth of leakage discovered. ". . . . while most librarians agree that an inventory has many merits, they also agree that these are largely offset by the excessive cost and agony usually involved".¹

Librarians also feel that the procedures and operations can be designed to locate the losses and to rectify the records and the public catalogue to improve services. However, it is a moot point.

This is a fact that the libraries lose books. It is important that we should know our losses periodically. It is quite an embarrassing situation that librarians face, when the catalogue indicates the book as available and the book cannot be traced. Therefore, the librarians should prefer rectification of the public catalogue, for bringing it up-to-date, and to plug gaps in security.

Therefore, a regular periodic stock-taking is useful for the libraries, so long as it enables them to rectify the catalogue, to improve services to the readers, and to meet the audit requirements as well. "The desire to give the best possible library service and the public relation angle so inextricably tied to good service were the most important reasons for taking an inventory. . . . Keeping the catalogue an accurate index of the entire book collection was considered of utmost importance in giving good library service. This includes catching books that were improperly catalogued as well as withdrawing catalog cards for missing books. fruitless searching for books can become

more costly in the long run than an inventory would be".²

In Indian context what perhaps bothers the librarians most is the audit approach, of fixing the responsibility for the losses and accounting for the losses, which is considered a necessary concomitant of a stock taking.

2 INDIAN CONTEXT

Extract from Government of India Rules in Stock Verification Instructions on Physical Verification of Stores, Stock and Library Books.

"The position of Library books is somewhat different from that of other stores. Accordingly, the following procedure shall invariably be observed for the physical verification of books in the library attached to the various departments/offices.

- (i) Physical verification of books should if possible be done every year.
- (ii) If, having regard to the size of library, the time, the cost and the personnel involved etc; it is not possible to have physical verification done annually, the whole of the collection of the books should be physically verified at intervals of not more than three years, at least one third of the library being checked every year.
- (iii) Where it is not feasible to entrust the work of verification to officers not connected with the library, the work may be entrusted to those members of the staff of the library, who are not connected

with the custody of the books of the particular section taken up for physical verification.

(iv) The verification would always be subject to surprise test check by some independent officer.

(v) The decision regarding the periodicity of the physical verification of books and the selection of the staff to whom this work may be entrusted as envisaged at (i) and (ii) above, should be taken up by the Administrative ministries/ Departments and Head of Departments"

The Estimate Committee³ on Aligarh Muslim University took a serious view that the stock taking of books had never been carried out till 1962. The committee suggested that the stock taking should be conducted at least once in two years so that ways and means could be found to avoid loss and pilferage of books.

From the above approaches and recommendations by various authorities following points emerge:

- (a) There is insistence on holding of stock-taking of books and journals.
- (b) It should be carried out by other than the library staff with an element of surprise checking.
- (c) It should be carried out as a regular routine without closing the library.
- (d) It may be conducted in piece-meal covering the entire library in three years.

Dhanpat Rai⁴ has demonstrated the futility of conducting stock taking of the library by outside agencies. Out of 1638

and 5712 items reported missing in 1963 and 1965 by the non library staff 1048 and 5649 items respectively were traced out by the library staff later.

The library staff works as a compact unit. There is no exclusive unit responsible for the safe custody of books. Therefore, it is not possible to get the stock taking done through the 'other' library staff.

The books have a very peculiar phenomenon of suddenly disappearing and reappearing. No amount of vigilance surveillance or control can be fool proof to check it, particularly in open access with longer working hours and free flow of users and the materials within various sections of the library. To avoid this hide and seek game of books it becomes necessary that all movements of books should be frozen during the stock-taking and data collection should be completed in a single stroke. Therefore, in big libraries with more than 50,000 items, piece meal stock-taking without closing the library becomes difficult.

3 METHODS

Various methods of stock-taking have been used by practising libraries.

31 SHELF CARDS

Ranganathan has recommended stock verification as a continuous process with the shelf cards arranged parallel to the arrangement of books on the shelf. Theoretically it is a fool proof method but in fact hardly there is a library which has up-to-date shelf trays. Particularly in bigger libraries with many sequences. departmental libraries and frequent move-

ment of books from one place to another, the shelf cards tray is always out of date. Very often, movement of shelf cards, merging or sorting from one sequence to another is ignored under pressure of work.

32 ACCESSION REGISTER

Conducting stock taking with the help of accession register is just not possible even in a small library as the books in a library are normally arranged subject wise. The process would involve rearrangement of books according to accession numbers and then ticking off the accession register. The work of arranging, rearranging, of books and merging and sorting out of the issue record is too cumbersome to be a practical suggestion.

33 PRE-NUMBERED LOOSE SHEETS

In medium size libraries i.e. upto 50,000 collection, stock-taking with the help of pre-numbered loose sheets, has been successfully tried. Sets of loose sheets are taken up simultaneously by a number of staff who start ticking off the number on the sheets for which a corresponding book is available on the shelf. Accession numbers of books available are consolidated on a master set from all the sheets. The blank serials on the master set give the Accession Numbers missing in the library.

The advantage of consolidating on a 'Master Set' is that it avoids handling of the Accession Register for the available items. The problem of human errors natural and deliberate, slips of pen, vision and hands cannot be guarded against. Manipulation of sheets also pose a problem. However, tentative

results can be obtained without closing the library. Only that much number of items (2 each) can be deployed as the number of sets of prenumbered sheets are available. The entire staff cannot be deployed, which means more time.

34 BOOKS CARDS

Another method used in the medium size libraries is with the help of the book cards. The book cards of all the books are removed and arranged according to the accession numbers. The arranged book cards are compared with the accession registers and the missing numbers are marked on the Accession Register. After the operation is over, book cards are rearranged and put back in the books. The list of missing numbers is prepared from the Accession Register.

The library has to be closed down during the operation. The errors arising out of handwriting, slip of pen, hearing, or vision become minimum. Actual handling of 50-60 thousand book cards, arranging and rearranging, taking these out and reinserting these becomes an arduous job. The scope for misplacing the book cards gets wider. The monotony of handling book cards becomes tiring.

35 DUPLICATE BOOK CARDS

The above mentioned operation could be taken up by writing out fresh 'Book cards' (may be Accession Numbers only) for books available on the shelf. It will reduce some operations of arranging and rearranging, pulling out and insertion of book cards but it increase labour on writing of the Access-

ion number and cost in investment on book cards. The use of paper slips which may be less expensive but makes manipulation difficult. However, the library can be kept open during the operation.

4 CASE STUDY

A stock taking of the Indian Institute of Technology, Delhi was held in 1977 with the help of the computer.

The limited objectives of updating the public catalogue, discovering tentative losses, getting to know double accession numbers, and to get ready to write off books found missing etc. could be achieved.

The Indian Institute of Technology, Delhi has a collection of nearly 130,000 volumes of all types of documents—books, journals, standards, pamphlets, and microfilms. The following sequence symbols for accessioning the materials in the Indian Institute of Technology Library are used:

- (i) J—Journals
- (ii) G—Gift books
- (iii) B.C.—Books donated by British Council
- (iv) SLA—Books donated by British Council for students Assistant Library.
- (v) S—Standards
- (vi) P—Pamphlets
- (vii) M—Microfilms

The entire collection was scattered in three floors of the Central Library, 10 departmental libraries and one depository outside the main building. A staff of about 20 persons was pressed into computerised stock taking operation.

41 DATA COLLECTION

- 1 The Library was closed for 12 days and movement of books completely frozen.
- 2 The staff was divided into groups of 2 each.
- 3 Each group was equipped with a ball pen, a stamp 'V. 77' (verified in 1977) and sheets with three vertical lines.
- 4 Each group was assigned a specific area.
- 5 The group was instructed to pick up every document in that area, and note down its accession number on the sheets, and to put the stamp on the book from where the Accession Number was taken and to place the book in its original place.
- 6 After an area had been scanned the sheets were left in the same order and in the same area.
- 7 As and when a team finished work in an area, it was asked to take up checking work in another area, where the other team had finished the preliminary work.
- 8 While checking, the team was instructed to tick off items in red ink and to correct the wrong numbers, if any in red.
- 9 On top of the sheets for each area the names of the first team and checking team were given.
- 10 Similar treatment was given to the ten Departmental collections.
- 11 The items issued out, or in binding or withdrawn or written off were treated as available and their Accession numbers were noted.

- 12 Once the data collection i.e. noting of accession numbers and checking was over the library was opened to the patrons for use.
- 13 The data sheets bearing accession number were collated and passed on to the Computer Centre for processing.

42 OBSERVATIONS ON DATA COLLECTION

While collecting the data it was observed that:

- 1 Closing the Library was necessary to take stock of all the items available in any form, at any place and at any stage.
- 2 It was important that the team members alternated in writing and speaking of the accession numbers more frequently.
- 3 Mistakes ranging 10-15 per cent were found in the primary data collected at checking level. These mistakes were mostly of inversion of figures i.e. instead of 29378 it got written 92378. These were human errors which were natural due to slip in reading, speaking out, hearing, and writing of the number.
- 4 The mistakes of the type that there were items for which accession numbers were not there and there were accession numbers for which items were not there were also noticed. This was primarily due to the carelessness of the staff. To ensure accuracy it would be useful to place decoy items or to remove or to exchange a few items at random at the checking

level. However, such mistakes were not many in number.

43 COMPUTER PROGRAMME

The Computer Centre drew up a programme to process the data to give the following results:

- (a) Serially arranged accession numbers sequence-wise irrespective of their location.
- (b) List of missing numbers serially arranged sequence-wise.
- (c) List of duplicate numbers serially arranged sequence-wise.

44 OBSERVATIONS OF DATA PUNCHING

The Computer unit in the IIT was not equipped with an automatic verifier.

It was not considered necessary in IIT for scientific data punching, particularly where a scientist himself punched the data, and could proof read himself simultaneously. In our case the data (i.e. about 1,25,000 cards) was punched by the professional key punch operators. Therefore, the proof reading became necessary. The first computer printout came out parallel to the data sheet and the visual proof reading revealed 15-20 per cent mistakes. The mistakes were due to the carelessness as well as due to human factors at punching level. Most of the mistakes were either due to missed number during punching or double punching of column after column. The provision of an automatic verifier would have saved the trouble and the time. The insertion of decoy punched cards in the data cards would be useful to ensure accuracy on the automatic verifier. To ensure accuracy it is important that verification is done by another person on an automatic verifier.

45 FOLLOW-UP WORK

- 1 The list of gaps was compared with the accession register and the items not found were marked in the accession register.
- 2 In an earlier stock taking, conducted manually in 1968, when the stock was about 35,000 volumes, the missing items had been marked in the accession register.
- 3 The slips mentioning accession number, author, title, year of publication and price for the twice missing items were prepared from the accession register.
- 4 These accession numbers were assumed to have been lost.
- 5 The accession-wise list of these cards was prepared giving accession number, author, title, year of publication and price and processed for writing off purposes.
- 6 The lists when approved for writing off were tagged together and got bound in convenient bunches to serve as a record of weeded out books.
- 7 The cards were arranged and rearranged authorwise and call number-wise and compared with the public catalogue to remove the related cards from the public catalogue.

46 OBSERVATIONS ON FOLLOW UP WORK

While marking the Accession Register for the missing items from the computer print out, following observations were made:

(i) The accession registers were usually pre-numbered. At times the longer titles were rendered in two lines by the Accession staff, thereby, swallowing one accession number which was, reported missing by the computer.

(ii) In certain Accession Registers it was found that towards the end of each page 2-3 lines had been left vacant; most probably to avoid inconvenience of writing on an edge of the page. These numbers were reported missing by the computer.

(iii) While changing over to a new page in the Accession Register by mistake certain digits were jumped—i.e. after 27900 the next number was recorded as 28900—jumping over one thousand numbers which were declared missing in the computer list.

(iv) In case of periodicals and serials it was observed that initially individual issues were accessioned. Subsequently the issues were collected and put together in a bound volume and a new accession number was assigned. The Computer print out listed the accession numbers given to the individual issues as missing. Similar was the case when many small annual reports were got bound together.

(v) At times it was discovered that a document was first accessioned in the gift accession register, then in the purchase accession register, or firstly a document was accessioned in the pamphlet accession register, and subsequently re-accessioned in the gift accession register. In none of these cases the initial accession numbers were cancelled or re-assigned. So the computer noted these accession numbers as missing.

(vi) While searching the shelves for the missing items it was found that some

items were available on the shelves. On detailed scrutiny it was found that accession number on or near the book pockets was not the same as on the back of the title page. Obviously at the completion stage good enough checking had not been done to eliminate wrong transfer of accession number from the back of the title page to the book pocket and date label etc. In fact, originally it was designed to take down the accession Number from the back of the title page or the secret page, but it was dropped as it took longer to note down and to stamp.

47 CONCLUSION

The result of the stock verification was not finalized. It was decided to hold next stock verification in 1979. It was assumed that the common missing numbers with 1977, would substantially reduce the quantum of followup work. It would be assumed that double cross items were lost.

The experiment helped the library to complete the data collection in a single stroke.

All the available hands could be pressed into operation. In fact some of the students, who were available to the library on daily wage basis during the vacation also worked without any handicap.

It did not involve any professional, semi-professional and special instructions for data collecting

The library could pull out a number of books, which had slipped out unaccessioned.

The library could also discover doubly assigned accession numbers, double accessioned items and blank accession

numbers in the registers. The mistakes arising out of the clerical, professional, and human failures got checked. The procedures could be streamlined to avoid repetition of such mistakes in future.

Much of the monotonous work of sorting, merging, arranging and rearranging of the cards, slips or sheets was taken over by the computer. With an automatic verifier the incidence of human errors could be reduced further.

5 GUIDELINES

The computer programme could be designed to give out a print out of items placed in a particular area. Subsequently, additions and deletions of accession numbers could be noted down on the computer print out, which could be fed to the computer from time to time to bring inventory of the area of the section up to date. This could enable the library subsequently to have stock taking of more vulnerable sections more often.

In fact in bigger libraries the functional collection used too frequently and by too many could be kept on open access and the collection less frequently used and by a selected few could be kept under controlled access. This would enable the library to keep a proper record of the movement of the materials in these collections. The stock verification of the more vulnerable section could be done more often.

The Computer can easily be programmed to give the minimum desirable bibliographical details of the missing items, but it will take lot of time, energy and resources, for data collection and data punching for retrospective materials. Of course, if a specialized library provided

with computer facilities computerized the cataloguing of the materials for readers services, the stock verification results could flow off at a much less cost and inconvenience and at more frequent intervals, otherwise the cost of computerisation may be beyond the reach most libraries.

6 COST-BENEFITS ANALYSIS

1. The cost factors have not been considered in its operation. Firm belief being that when a collection reaches around hundred thousand, no manual operation is possible though some semi-manual operation may make it possible.

2. Following is an approximate idea of the cost factor involved in taking up the stock taking with the help of the computer as described above:

(a) Cost of data collection: To be borne by the library staff as part of their normal duty. However salary of staff, put on stock-verification, for fifteen days was about Rs. 8,000

- (b) Cost of programming (variable non recurring) Rs. 5,000/-
- (c) Cost of testing and running the programme for 4 hours @ Rs. 750/- per computer hour. (Non recurring) Rs. 3,000/-
- (d) Cost of punch cards Rs. 40 per 1000
- (e) Cost of Punching Rs. 80 per 1000
- (f) Cost of Verification Rs. 80 per 1000
- (g) Cost of discs (Capital Non recurring) Rs. 8,000

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Mechanisation of Cyclic Indexing : Problems and Prospects

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Describes the cyclic indexing in a single-entry system involving rotation of 3 components for deriving entries for the construction of alphabetical subject index to a classified file, which had been developed as early as 1966 with an ultimate aim of producing mechanised indexes. Explains how the system was further developed in 1968 to incorporate 4 components. Points out that PRECIS and POPSI which had been devised later bear a remarkable similarity to the cyclic indexing. Concludes that this similarity is the result of following a logical principle of classificatory ideas which is not necessarily the thought embodied in a sequence of digits of a class number.

0 INTRODUCTION

In September 1966, we had proposed a new method of cyclic indexing. The necessity for suggesting it arose out of a need for the compilation of an alphabetical index to the classified file for a large library (i.e. National Science Library) which was then in the formative stage. The acquisition of a huge stock of books covering a wide spectrum of subjects was in progress. While working in the technical section of the library, we were confronted with the problem of dealing with a vast subject field. Conventional subject indexing methods can be considered as adequate when a library grows up slowly through years and the gradual accumulation of holdings are conveniently processed. But when the stock is acquired against a crash programme and books arrive in a deluge, the need for an alternative

method is keenly felt. The printed lists of subject headings get obsolete fast in the face of ever expanding subject fields. New disciplines are cropping up and subject horizons are broadening with the synthesis and proliferation ideas. Obviously the conventional system of subject indexing with the help of printed lists cannot hold the deluge.

The inability of the traditional library methods to cope with such new situations has given rise to a new breed of documentalists. Too much reliance on the conventional methods has stultified the library techniques to the point of immobility. Ways and means to solve any problem can be found through innovations provided the mind is ready to accept new ideas and put them on trial. The chain indexing of Ranganathan was one such novel concept. But it had its limitations. Therefore, other new ideas have

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been developed in the form of PRECIS (Preserved Context Indexing System) and POPSI (Postulate Based Permuted Subject Index). Let us now come back to the problem which had faced us.

1 THE PROBLEM

The PRECIS¹ and POPSI had not been developed in 1966 when we had been confronted with the problem of constructing a subject index to the classified file. One will face the same problem in constructing subject entries in a dictionary catalogue. Naturally, we had to take a close look at the chain indexing system to consider its feasibility of application for solving the problem. The difficulties which would crop up with the application of chain indexing appeared to be unsurmountable. Chain indexing is totally dependent on traditional library classification schemes which are inadequate as information retrieval tools in a mechanised environment. These traditional schemes suffer from the disadvantage of their being tied up with the concept of main classes. The problems created by chain indexing are too well known to be recounted. It has an in-built disadvantage. The disappearing chain reduces the utility of subject headings. After the chain procedure has been used to generate subject headings, only one entry is found to be specific while others stand for broader classes. Further, in the specific subject of a document is a specialised one, it generates a number of entries for empty links in the chain. Chain indexing is considered to be economical and this is achieved by not taking qualifiers of an entry word below that order in the chain. Chain indexing follows the classified order. While a class number is based on the "Concrete to

abstract" order, the index entries follow a reverse sequence. In a primary chain, when an abstract term becomes an entry word, the less abstract term becomes the qualifier. The use of abstract terms for information retrieval creates an unhappy situation which can be remedied through an exceptional transposition of unsought terms. But this breaks the most fundamental rule of chain indexing which stipulates that qualifiers of an entry must not be taken from below that word in the chain.

The other drawbacks of the chain indexing need not be elaborated at this stage. It will be sufficient to say that information retrieval needs some other techniques where transposition of terms is not bound down by a rigid classificatory base.

2 DIFFERENT APPROACH

Being unhappy with the prevailing systems, we sought some unconventional methods, which though manual, will be amenable to mechanisation should the need arise. At that time, the National Science Library had acquired a "flexowriter" machine which was being used for duplication of catalogue entries for preparing unit cards. Those who are familiar with this machine know that it repeats the same entries in a pre-fixed manner so that each of them is printed original. As the PRECIS or POPSI did not exist at that time, we set on our own to devise an indexing system which could be manipulated by the flexowriter in preparing the desired number of index entries. The successful application of the flexowriter for rapid generation of large number of index entries was a criterion which had to be kept in mind. This meant that the des-

criptors of index entries had to be manipulated mechanically and yet meaningfully. Besides the transformation of index entries into different patterns should conform to certain logical principles. This will not only avoid the inconsistencies, but establish the system on a firm ground consistent with the principles of library science.

Keeping these factors in view, we experimented with the cycling order of indexing for the construction of alphabetical subject index to a classified file. The cyclic indexing was based on single-entry system instead of multiple-entry system because the former is more economical than the latter. An order involving clockwise and anticlockwise rotation of the same components constituting a subject had been adopted to produce the most effective array of index entries for information retrieval. The single-entry system prevented the classified file from being needlessly proliferated. At the end of experimentation, it was found that this method was based on cyclic rotation of components and elimination of certain less effective index entries according to a logical principle. This has the advantages of cyclic indexing in a multiple-entry system and chain indexing in a single-entry system².

The system, thus formulated, is dependent on the transposition of three components or keywords. It was further ex-

tended to include four components which were considered adequate to describe a subject and subsequently be applicable for information retrieval provided the descriptors are carefully selected.

The end product of the system may be represented by 3 components (or keywords) describing a subject by the alphabets A, B and C. The index entries generated by the transposition of the components will have the following pattern:

A : B : C
B : A : C
C : A : B
C : B : A

The cyclic indexing was further developed in 1968 to incorporate 4 components³. The extended form of the index entries was as follows:

A : B : C : D
B : A : C : D
C : A : B : D
D : C : B : A

The PRECIS and POPSI, which were developed much later, had a remarkable similarity with the above order of cycling indexing incorporating 4 components. To illustrate this point, the patterns of index entries of the PRECIS and POPSI can be shown side by side along with the cyclic indexing in a single-entry system involving 4 components as under:

Cyclic indexing	PRECIS	POPSI (1st method)	POPSI (2nd method)
A : B : C : D	A _{B.C.D.}	D/A, B, C	D _{ABCD}
B : A : C : D	B.A _{C.D.}	C, D/A, B	C _{ABCD}
C : A : B : D	C.B.A _{D.}	B, C, D/A	B _{ABCD}
D : C : B : A	D.C.B.A.	A, B, C, D	ABCD

After the pattern of index entries had been finalised, we were searching for some mechanical device whereby these entries could be automatically produced. Enquiries were made with the firm dealing with the flexowriter. We were informed that a certain gadget when fitted to the flexowriter would give desired index entries. This meant that once the keywords have been formulated and aligned on 'Concrete to abstract' basis, the gadget would take the charge and print the index entries according to the prefixed pattern. This pattern has already been demonstrated in the aforesaid chart where the keywords are supposed to be represented by the alphabets A, B, C and D. The advantages of this simple technique can be realised when we examine it in the perspective of newly developed indexing systems like PRECIS and POPSI.

This project could not unfortunately be completed. I left the centre where this indexing system had been developed and joined an other organisation. Thus the effort came to an end and had not been revived thereafter. It may be worthwhile if someone picks up the trail and completes the unfinished task.

3 COMPARATIVE UTILITY

We are aware that post-coordinate indexing systems are suitable for information retrieval purposes. But this is not so with pre-coordinate indexing systems which find better application in ordering of bibliographic citations. Both these functions have their own utilities which need not be overlapping. But an ideal indexing system would be that one which combines both these functions. An all-purpose indexing system, if it could be developed, would fulfil a long-felt need

of the librarians as well as the documentalists. The cyclic indexing in a single-entry system meets the criteria of an all-purpose indexing system to a considerable extent. The cycling of a string of terms to bring each one to the front in turn is not a new idea. But the simple mechanical rotation creates more problems than it can solve. Each term, no doubt, forms an access point but the sense of the index entries gets somewhat obscure and entries with similar ideas get scattered when they are alphabetically aligned. Thus the major advantage of pre-coordination which would be in the group effect is missing in it.⁴

The cyclic indexing can be used for generating subject entries for their being utilized as an alphabetical index to a classified file while preparing a conventional library catalogue. The index entries structured with the help of cyclic indexing may be used for ordering the citations in bibliographies. They are also equally suitable for information retrieval purposes because the descriptors are continually shifted in index entries in such a manner that each of them becomes entry word by rotation. The pattern of rotation is fixed according to the cited formula. We are familiar with the coordinated indexing system. In this post-coordinate indexing method, the keywords are freely combined to denote certain ideas which when in conformity with the concurrent subject profile elements are able to retrieve the desired thought content or the concerned documents. At this point, one has to remember that "permutation" of terms leads to an uncontrolled number while that is not the case with "Combination". The combination of terms gives rise to a limited number of entries. The combination

of terms is essentially related to the cyclic indexing. The index entries, derived through cyclic indexing are quite effective in information retrieval provided the terms are carefully selected and the totality of which should be able to denote a subject of any depth.

4 PROBLEM OF SEMANTICS

The problem that one has to encounter in indexing is semantical because the relationship between words is not yet properly understood. The difficulties become acute in the case of non-inflected languages like English. The heavily inflected Russian language presents lesser problems. The relationships between words in case of a non-inflected language are established with the help of prepositions. The modern indexing systems like PRECIS, Co-ordinate indexing, KWIC etc. attempt at not using the prepositions. Instead, they have introduced an elaborate system of operators for establishing the relationship between words. For example, PRECIS uses Role operators. These are of 3 types i.e. Main line operators, Interposed operators and Differentiating operators depending upon the functions they are supposed to perform.¹ These are meant to denote various types of relationships and are quite complex in character. The co-ordinate index on the other hand uses roles, links and weights for an identical purpose. The functions and meaning of "weights" are yet imperfectly understood. In KWIC (Keyword in context) indexes, all supposedly irrelevant words (including prepositions and conjunctions) are omitted from the index entries with the help of a programmed computerised stop list. The absence of relational terms reduces the effectiveness of

these indexes. This sacrifice has to be made for achieving the speed in fast dissemination of information. But the question can be posed whether it is at all necessary to discard the meaningfulness of index entries for the sake of mechanisation. The speed is an essential factor of modern life and mechanisation is one of the means to it. But the adoption of role operators in the PRECIS is a delaying factor because the choice of appropriate type of operators and distinctive symbols has to be manually performed. The subsequent process of structuring the index entries through computer may be a fast one, but the overall economy achieved in terms of time and manpower has yet to be studied to establish the effectiveness of the system.

The cyclic indexing, developed by us, makes use of simple prepositions to establish the needed relationship between words and phrases. The problem of semantics is thus solved without resorting to a complex array of relational operators. The gradual development of the cyclic indexing in single-entry system from 1966 to 1968 had been presented in separate papers.^{2,3} Without repeating the details, some examples may be quoted to illustrate the aforesaid points.

When A, B and C represent 3 individual but interrelated elements (or descriptors), the index formula is obtained by rotation of these terms according to a predetermined logical principle. The index entries, thus derived, will assume the following form:

A : B : C
C : A : B
C : B : A
B : A : C

The third index entry occurring in the above sequence starting with the same descriptor as the one immediately preceding it may be considered as superfluous at a casual glance. But the position is far from it. It represents the primary index entry with full-length chain containing all the elements as is derived through chain indexing in a single-entry system.

When the number of descriptors is extended to 4, there is no increase in the quantum of index entries. For example, let the 4 descriptors be represented by the letters A, B, C and D. Then the formula for the index entries will be as follows:

A : B : C : D
 B : A : C : D
 C : A : B : D
 D : C : B : A

The basic idea behind the index formula for 3 descriptors is that A and B, being close interrelated "concrete to abstract" keywords, should not be separated from one another. The idea is further expanded in case of index entries dealing with 4 descriptors where the stipulation is that A, B and C should remain adjacent to one another in all the index entries.

The formulation of index entries with the help of descriptors loaded with prepositions can best be demonstrated by examples. Therefore, index entries comprising 3 and then 4 descriptors are also being shown here.

Consider the following subject and the corresponding UDC number:

Remote control of guided missiles by pulse-modulated radar systems.

623.451-519 : 621.396.962

The citation formula of the facets of this subject will be as follows:

Whole thing : process : agent.

The citation order of descriptors constituting the subject or the respective index entries will be as under :

- (i) of guided missile : by radar system, pulse modulated : remote control.
- (ii) remote control : of guided missile: by radar system, pulse modulated.
- (iii) remote control : by radar system, pulse modulated : of : guided missiles.
- (iv) by radar system, pulse modulated: of guided missile: remote control.

In these index entries, the relational operators i.e. 'of' and 'by' are ignored in alphabetical filing. These relational operators (i.e. prepositions etc.) can either be underlined or put inside brackets to distinguish them from the actual descriptors. The entire system is mostly mechanical. Once the indexer finalises the keywords and their citation order, the machine can take over and print the desired number of entries according to the index formula.

Let us take another example showing a subject which is denoted by a conjunction of 4 descriptors. Consider the following subject and the corresponding UDC number :

Assembly of transmission system of direct petrol injection type engines. 621.434.4-231-77.

The citation order of the facets (or facet formula) of the subject will be as follows :

Whole thing : Kinds : part : operation.

These facets are then substituted by respective index entries as under :

Petrol engine : direct injection type : of transmission system : assembly

The index entries will be as follows :

- (i) petrol engine: direct injection type: of transmission system : assembly.
- (ii) direct injection type : petrol engine : of transmission system : assembly.
- (iii) of transmission system : petrol engine : direct injection type : assembly.
- (iv) assembly : of transmission system: direct injection type : petrol engine.

The predominance of special auxiliaries in the UDC number creates the necessary set up for single-entry system.

Experiments had been made with cycling upto 4 keywords and not beyond that. The implication is that a specific subject can be denoted by four keywords provided care is taken to make them meaningful by skilful combination of words. In such eventualities, the keywords may look like phrases which need not be considered as a drawback. Rather, it makes easier for the indexer to formulate a limited number of descriptors which can be conveniently manipulated to create index entries. Perhaps this statement can be clarified through an example.

Consider the following subject :

Researches on the application of supersonic vibrations to submarine detectors.

623.983 : 534—8.001.5

The subject can be denoted by a combination by a number of keywords which can be shown in "concrete to abstract" order as under :

Submarines : detector : supersonics : vibrations : research *on*.

The idea can be expressed by only 4 descriptors as follows :

submarines : supersonic detectors : vibrations : research *on*.

Even 3 descriptors can be transformed into phrases which would be adequate to express the same idea :

submarine detectors : supersonic vibrations : research *on*.

The indexing system, described so far, can be further developed and refined especially as mechanical gadgets like computers have now been developed for fast manipulation of keywords for the generation of index entries. The present system has its own advantages for being simple and easy to operate. The keywords or phrases serving as keywords can also be used as uniterms in coordinate indexing. Finally, it may be said this method is not a substitute for the many newly emerging indexing systems but only a part of it.

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Libraries for Children

P N GOUR

Describes how the civilised world has come to realize the importance of the child for the future build-up of human society on proper foundation, the realization culminating in Unesco declaring the year 1979 as the International Year of the Child. Draws attention to the gradual realization of the importance of the process of children's education and the institution of the children's library as a part of this education. Stresses that in civilized society everywhere a children's section is now considered an integral and indispensable part of a public library. Discusses the various important activities of children's libraries undertaken towards the implementation of specific and well-defined aims of library service to children. Traces the growth of children's libraries in India and promotion of children's literature in Indian languages. Gives suggestions about the writing and production of better children's books. Mentions the proper training of children's librarians. Suggests steps for creating a national consciousness in India for the establishment of children's libraries at all levels all over the country.

0 INTRODUCTION

All over the civilized world, it is being realized that we are living in a century in which the world of childhood has come into its own. That the Unesco should have declared the year 1979 as the International Year of the Child proves that we have reached the acme of this realization.

In the course of this realization of the importance of the child, an attempt had been made to understand the child, and while discounting the factor of adult domination, emphasis had been increasingly laid on having proper appreciation of the child not only in his family relationships and in his education, but even as a promise and hope of the future. This is evidenced by the fact that a large

number of books and periodicals by psychologists, educators and sociologists had been written and published, attesting to the growing importance attached to children. The phenomenon of the child was very pointedly stressed by a sociologist, James Bossard in the following words:

"If society is to control and direct its development — call the process social planning, social reconstruction or what you will — then the place to begin is with the incoming generation. The remaking of the world is essentially a process of trading in social futures. And the future is the Child."¹

It was this consciousness about the future of society in terms of the importance of the child, that the process of

*197, Pataliputra Colony, Patna, Bihar-800013.

education of the child developed in the last century in the West—first with the free public education, then with the compulsory education of the children and ultimately to public library service to children. Public school system and the compulsory education combined with the publication of a large number of children's books created a larger reading public amongst the children, and the community had to find an institution which could assist the children in selecting what to read after they had learned to read, and to provide the necessary reading material. It is obvious that the public library, of which children's library formed a part, was the only institution which could assume this responsibility of providing free access to selected books and reading material to children. This responsibility was highlighted as far back as in 1876, by a reputed American Librarian, William Fletcher, in his Special Report on Public Libraries in US, by remarking that the "public libraries will fail in an important part of their mission if they shut out from their treasure young minds craving the best and for the best purposes, on the plea that the child was too young to read good books".²

Once the plea for library service to children gained recognition, the movement grew rapidly first by planning, equipping and setting up children's rooms as small libraries separately and, then, by establishing children's sections in the larger public libraries and library systems and systematising and coordinating their administrative work, till a stage was reached when a public library without a children's section was considered unthinkable.

Once such a section in the Public

Library was established and got going, other services to children, ancillary to book-service, started being planned by children's librarians. Story hours came into being; groups of boys and girls were read aloud to; library clubs were initiated; audio-visual media were requisitioned to interest the children in books and reading; collaboration in book service was sought with children's schools and classroom visits to the library; contacts were made with social and cultural organizations and their workers particularly those which interested themselves in the welfare of children. Thus, work with children rapidly emerged as the most original and distinctive contribution to the public library programme, and the public library assumed a place of primary responsibility for providing reading materials to the children of a community.

I had the pleasure and privilege to visit several such Children's Sections in the public libraries of Canada, US and UK—those light and gay rooms decorated with flowers and comfortable and suitable furniture, rooms, where children felt perfectly at ease, free to come and go, hunting catalogues to make their choice of a book or to find it on the shelves, carrying it to their armchair and getting immersed into the reading of it; the Children's Librarian showing him all respect as a child, irrespective of whichever class, religion or nationality he belonged, giving him all the joy and peace as long as he remained in the library.

From my observation of the working of the children's libraries in the West, I discovered that everywhere children's work in the public libraries had reached a high level of specialisation and, in

general, public libraries were doing an exceedingly good job in reaching, and serving the children of their communities, and consistently with their general objectives of serving adults, the public libraries also served to educate the child, to provide him inspiration, to develop in him aesthetic appreciation and to furnish recreation for him. The particular aims which motivate service to children in modern times in the Western public libraries, are summarized by Harriet Long, an American teacher of Library Science, in her beautifully written small book, *Rich the Treasure*. These aims are :

- 1 To make a wide, varied and appropriate collection of books and to make them easily and temptingly available to children;
- 2 To give guidance to children in their choice of books and materials;
- 3 To share with and extend and cultivate the enjoyment of reading in children as a voluntary, individual pursuit;
- 4 To help the child develop to the full his/her personal ability and social understanding;
- 5 To serve as a social force in the community together with other agencies concerned with children's welfare.³

No wonder that in the West, with the public libraries service to children inspired by the faith and purpose enumerated above, and helped mostly by dedicated children's librarians, one hears, as if, a universal children's cry : "Give us books, give us wings, help us to escape into the faraway, to build palaces in the midst of enchanted gardens to strol

about with the fairies in the moonlight. Please, help us in keeping our dreams."⁴

1 CHILDREN'S LIBRARIES IN INDIA

Like everything regarding modern public libraries and their multifarious services, the concept of children's libraries, too, was borrowed by us in India from the West. I have not been able to trace any connected history of children's libraries in his country, but I presume that while establishing a system of modern public libraries for the first time in Baroda, Mr Borden also introduced the idea of adding children's libraries to public libraries when he opened a Children's Section in the Baroda Central Library. Later, some good children's libraries were opened at various places in the country, either as independent institutions or as a part of bigger public libraries. The best known and the most popular children's library of the day is, of course, the one run by the Delhi Public Library started, as a Unesco Project in 1950. Another model children's library was opened in the National Library, Calcutta in 1960 through the efforts of the then National Librarian, B S Kesavan. A Souvenir Volume, *India's National Library*, edited by Kesavan in 1961 and published on the occasion of Tagore Centenary Year, says that this library was not meant to serve as a Central Children's Library, but only as a 'pilot scheme', like the Delhi Public Library, to serve as a model in the Eastern part of India. The Souvenir volume also gives details about the objectives of this Children's Library and the way in which it was furnished, decorated and equipped with suitable reading materials.⁵

Some other children's libraries of repute are at Madras, Bombay, Ahmedabad, Mysore City, and at Calcutta (attached to Ram Krishna Mission Institute of Culture).

In addition to these, I would like to mention, with a sense of gratitude, the excellent service given to children by the Children's Sections of the American and British libraries in big urban centres wherever they are located in India.

But all the above are *ad hoc* children's libraries i.e., not belonging to a system or chain of children's libraries, as visualised in the First Five Year Plan in respect of public libraries—though, individually, in each of them some attention has been paid to the proper planning of the staff, routines, equipment and book purchase. What is still needed is the establishment of a number of smaller children's libraries in bigger towns and at suitable places in rural areas, preferably attached to the chain of public libraries—State, District, Subdivisional and Village—already organised in the various States in the implementation of the Public Libraries Development Scheme outlined in the First Five Year Plan. A similar recommendation of smaller children's libraries accessible to children living in different areas was made in the Report of Advisory Committee for Libraries set up by Ministry of Education, Government of India in 1957.⁶ The idea being that young children cannot go too far away from their homes to visit their libraries.

It may be mentioned that in some States where the above mentioned chain of public libraries was organised, an attempt was made to provide library service by them to children too. But such provision was absolutely inadequate in all respects as

there were neither enough books and adequate space nor a proper children's Librarian.

I should not fail to maintain an excellent discussion on Children's Library, in which a set of very knowledgeable librarians participated on the occasion of a Symposium on "Library Development in East India", organised by the Bengal Library Association in February 1960. A study of the report of this symposium will amply repay all those who may be interested in the subject of children's libraries.⁷

2 BOOKS FOR CHILDRENS' LIBRARIES

In organizing children's libraries, the first requisite is a collection of good and attractive books—a sound basic collection of books of enduring worth, "books which meet standards of performance and evoke proper response from children, books to which the child, as an individual, should be exposed, stimulated and guided to read." It is gratifying that during recent years, a substantial volume of children's literature has been produced, particularly in Hindi and, perhaps, in Bengali and other Indian languages too and some writers and publishers have even reached a commendable degree of specialisation in producing juvenile literature of worth. The most creditable contribution to the publications of children's literature has, as we all know, been made by the Children's Book Trust, and its redoubtable Founder, Shri Shankar Pillai, than whom no other person has contributed more to Child Culture in India in recent times. In this connection I remember, with pleasure, a Seminar organized by Children's Book Trust, in

1971, on Children's Book Production, which I had the privilege to attend as an invitee from Bihar, in which a number of interested writers and publishers of children's books, librarians and representatives of Ministry of Education and some educational institutions participated. The Seminar had also the advantage of being addressed by Ernest Lefebvre, President of the International Publisher's Association, Netherlands. During the Seminar, a number of learned and informative papers were presented on different problems of children's book production and on the state of affairs of such books in different Indian languages. The Seminar, made a number of pious recommendations important being a proposal to establish a Children's Book Council as an institutional forum to canvas for better production of Children's books in the country. I wonder if this Council was ever organised formally and, if so, how it has functioned.

In order to evaluate the volume and content of children's book-production systematically, the most important requirement is to have a properly compiled and edited and continuously brought up to date bibliography of such literature. I feel there is a conspicuous lack of reliable data on production and distribution of children's books or about the identity of organisations, publishers and authors of children's books. I know one very good bibliography of Bengali books. May be there are some in Gujarati, Tamil and Telugu languages too. But I know of no adequate bibliography of children's books in Hindi. In my opinion, for the preparation, dissemination and evaluation of children's literature, the first programme on our card of activities should be to get

competent and up-to-date bibliographies prepared in each Indian language.

In this connection, may I make a suggestion. It is about the establishment of a central library of children's books in each linguistic region and a national library of such books in Delhi. I would lay greater stress on central children's library of language books at regional centres. These should not only stock current publications in their respective languages but should try to collect old and rare children's books and periodical holdings. In suggesting such a library, I have in mind one on the pattern of Boys and Girls Division of the Toronto Public Library in Canada, a better library than this I have not seen anywhere else. The nucleus of this library was a gift of a British Librarian who owned an extremely rich personal collection of children's books in the English language—including the oldest and rarest ones. I hope atleast one of the Hindi speaking states will set the pace for setting up such a library.

It is a truism to say that in the production of children's literature, more than in adult literature, the author's uniqueness and adequacy of talent is of special significance. It is also true that an author, like a poet, is born, not made. No body taught Lewis Caroll to write *Alice in Wonder Land* or Stevenson to write *Treasure Island* or Mark Twain to write *Tom Sawyer*.

Nor is it true that all books written for children are necessarily chilren's literature.

Nor is it correct to think that a child's book is just a simpler treatment of an adult theme.

Or that a children's book need always be didactic meant to teach a moral lesson.

Writing for children, I say, is an art and should be approached as such. It is an art which is aimed at making to a child's intellectual and spiritual growth, a contribution of permanent value. A child's book, whether a fairy tale, a fantasy, a book of heroic adventure, or a book of factual or scientific information must be written with a mind and heart to move the child by its style of writing and nature of its contents.

Besides their skill in the art of writing as such, the writers have to be aware of the special subjects which the children delight in—whether it be fairy folk tales, stories about gods and men heroes and epics and sagas, poetry books, picture books, fantasy and historical fiction, books of knowledge. It is a pity that our present authors of children's books select their topics without any informed guidance and in an *ad hoc* fashion, without matching or integrating their talents with the subject matter.

I suggest, that Children's Book Trust should organise workshops at different regional centres at which present and prospective authors should exchange views and disseminate the know-how of their art. It will be as well if publishers and librarians are also invited to participate in such workshops and seminars.

It is only by such get-togethers that the writers of children's books will be able to develop the art of writing appropriate children's books and forge a connecting link between themselves and the children.

If we thought of children as deserving only the best in everything which we

should give to them, we should instinctively aim at putting into their hands, only the books worthy of them, the books of honesty, integrity and vision, the books of which they can feel proud. We must remember that it is in the very nature of children to grow. They cannot stand still. They must have change and activity of both mind and body. Reading which does not stir their imaginations, which does not stretch their minds, will only waste their time and will not be able to hold them permanently. It is only in books of permanent value that the children can find the materials necessary for growth and which the children will take to their heart and will say :

My book and heart
shall never part.

I suggest that all those who are interested in the production of children's books, may read the short report of Children's Book Trust Seminar referred to above.⁸

Also for the purpose of evaluating and selecting books to suit the reading interest of children, it may be useful to read the Report of a Unesco sponsored survey conducted by the Delhi Public Library in 1959-60.

3 CHILDREN'S LIBRARIAN

Good children's books alone do not make a good children's library unless there is a good children's librarian in charge of it. In a good children's librarian, the prime qualification is not so much technical skill and intellectual equipment, but a genuine interest in and love for children. Liking for children is a primary requisite. In fact, children do not need a scholar as a librarian but rather a friend to meet them

more than half way. For this, the librarian must have a warm heart and a generous nature, a willingness to smile and laugh and a capacity to accept the child as he is and to acknowledge his distinctive characteristics.

Further, to serve as a connecting link between children and books, a children's librarian should possess an enthusiasm for books, a contagious delight in reading good books with which she could infect the child.

Of course, with all these, she must have the requisite professional training, because the children's librarian is a specialist and therefore, must be trained as a specialist. I wonder if the present library schools in Indian Universities have included in their curricula, a requisite elective course for training of a children's librarian, and whether any standard of training and requirements for entrance and contents of special subjects have been incorporated in these courses.

In almost all the library schools in western countries, one of the elective courses invariably relates to children's librarianship. Such specialised courses generally cover subjects like (1) Children's books and reading, (2) Reading guidance, (3) Story-telling, (4) Organization and administration of Children's department, (5) Cooperation with school libraries and extension work. I trust the UGC and library school teachers will get alive to the need of producing good trained children's librarian so that any scheme of the development of children's libraries in the country may not suffer for want of staff adequate in number and professional competence.

4 CONCLUSION

It is suggested that Indian Library Association should take such steps which may be helpful in not only creating a national consciousness for establishing children's libraries, at all levels and in all regions of the country, but also take up some steps, on its own, to further this cause.

Among such steps, I suggest the following items for implementation:

- (i) Preparation of a workable scheme of a self-sufficient children's libraries—one for an urban and the other for a rural area.
- (ii) Preparation of an integrated plan of the working of Public, School and Children's libraries.
- (iii) Preparation of bibliographies of children's books written in different Indian languages.
- (iv) Preparation of a scheme of training of children's librarians.
- (v) Setting up a central committee, on the lines of Children's Book Council proposed by the National Book Trust Seminar, for co-ordinating the activities of writers, publishers, librarians and educators to promote writing and publishing of healthy and worthy children's literature.

One of the chief interest of Indian Library Association, so far, has been the development of public libraries. A realization of the integral relationship of service to children with public library programme as a whole is necessary. If it operates within an institution that is already a library, as it does in western countries and where it has played so large a part in shaping its programme into what

it is today, service to children can never be considered as an entity separate from the public library. It must become an integral element in the present status of the public library and must also get integrated with its future. As the world changes, each institution must reinterpret its role in the light of new and unforeseen conditions. I am confident that service to children by children's libraries will not only ensure the good of the child in future, but will also help to fashion the future of the public library in India.

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Role of Children's Libraries and Librarians in India

ARJUN DAS GUPTA*

Describes the present condition of the children's libraries in our country. Explains the importance of the use of books in relation to location, timings, and selection. Deals with the problem regarding the age of readers and their difficulties of access to different libraries. Stresses the special qualities of children's librarians. Points out the difficulties due to the paucity of staff and improper job conditions in different children's libraries. Suggests holding of regular seminars, workshops and meetings among parents, teachers, librarians and authors, publishers and artists of children's literature.

0 INTRODUCTION

The United Nations main objectives in proclaiming the year 1979 as the 'International Year of the Child', were to 'focus the attention and the concern of the world community on the needs of children every where' and to 'bring immediate and long-term improvements in the lives of millions of children in developed as well as developing countries'. The IYC is no doubt, 'once in a life time opportunity to give back to children the high place they deserve on the national and international agenda not merely for their sake alone but for the sake of the future humanity.' The importance of children and the thinking on the promotion of their welfare in various ways, have already taken shape in several developed countries of the world. But some of the developing countries are yet to give it a proper shape. They are yet to realise how the children's books can play a vital role in the overall

development of a child. India is also one of such countries which is still in the 'take-off-stage' in this sphere. How a child's mental growth can be developed from different angles and particularly, how our libraries and librarians can play a significant role in it, has been discussed in this paper.

Are we really fulfilling our responsibilities towards our children? Merely arranging some seminars, workshops or clinics, etc. on children's literature or children's libraries, or organising a children-book-fair of book exhibition or showing some children's films, will definitely not serve the whole purpose. We have to go deep into it. We may have to incite the mental hunger of the child first, then we have to satisfy it by providing reading materials to him, according to his need. In order to perform all these activities we have to study each child right from his birth. The study of a child if it has to be started from his birth, will be

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done by the parents first. Parents are always accompanying their children and therefore they will be the best judge no doubt. But gradually when the child starts to grow up, child-psychologists should also take active part and assist the parents in knowing the rate of the growth of the mental development of a child. The psychologists will be helped by the teachers to study the school-going children. Parents, psychologists and teachers are not the only sections of the society which help the child to quench his thirst for knowledge or to satisfy his mental hunger. The role of authors, illustrators, publishers and printers of the children's literature, is also significant. The part played by librarians, in the development of the overall personality of a child, is perhaps the most vital one. The librarian may act as a link-man or a coordinator among the above section of this human society.

1 LIBRARIANS AND READERS

When and how a librarian comes into contact with a young reader? How he is able to communicate to his readers about the importance, utility and the function of a library? How he can imbibe in a child the habit of using the reading materials and the practice of self-education? How he can convert gradually all the young potential readers into actual readers? These are some of the questions which often arise whenever we ponder about a child and his contact with books and the libraries. A librarian who deals with the children from morning to evening has to keep a close contact with the parents, psychologists and the teachers and sometimes with the authors, illustrators and publishers of children's books.

2 LIBRARIES

The position of children's libraries in India is still rather gloomy. Most of the existing libraries, either the sections of public or National Library or school libraries, are not up to the mark. Some of the practical problems with some concrete examples have been mentioned in this paper and some suggestions have also been given for the betterment of such libraries. Library, as has been suggested by Dr Ranganathan, is a trinity of Books, Readers and Staff. These three elements have been discussed in relation to the children's libraries in the following passages of this paper.

21 Books

Books contribute to a considerable extent in child's mental growth. They 'stimulate the powers to touch, to see and to listen' the three important channels of learning. Through books a child comes into contact with words, the chief tool of communication. 'A child' as it has been stated by a scholar, "who learns to read and understand and has wide access to books, has his own independent road to every kind of knowledge. The books draw out and foster qualities within the child himself and perhaps, chief of these qualities, is imagination."

Books as we know, are for use. How a child can use the books in the library without much difficulty? The first point which draws our attention in this respect, is the location of the library. A children's library has to be situated at the heart of the locality. There should not be any difficulty for any child to go to the library from any corner of the city, town or village. It should be connected

with bus, tram, train or any other direct transport routes, if it is not within a walking distance. A children's division of a well-known library in Calcutta, is not having a good number of readers, mainly due to its out-of-the-way location. Many parents have complained that they were not in a position to send their wards regularly to the library because of the distance and being out-of-the-way-location. It has also been suggested by some thinkers, that, a child should not travel more than a mile or two from his home to reach the temple of learning. It indicates that, number of children's libraries should invariably increase in the urban as well as in the rural areas of every Indian state. Children's libraries should also be attached to every new public library and the existing public libraries should have proper arrangement for the young clientele of our nation. Some time back the Government of West Bengal had announced to have one school in every village. It is no doubt a happy news but it would be happier, if each such school gets one library with proper arrangement.

The second point which should draw our attention in connection with the use of books by our children, is the proper timings of the library. It should be opened from early morning to late evenings, say from 7.00 A.M. to 8.00 P.M. A children's division of a library in Calcutta observes its timings from 10.00 A.M. to 5.00 P.M. Children who are attending schools (as most of the readers are) usually come to the library after their school, when they find that the library staff are busy in closing the library. It has been found that several readers go back disappointed. Another library opens for three hours only in a day (4.00 P.M.—7.00 P.M.). Sometimes, a boy who is fond of

games and sports has to choose between a playground and a library, and that becomes really a difficult task for him. School libraries, according to a scholar, should have 'generous opening hours, preferably at lunch time-breaks and after school and for as many periods as possible during the day.'

Every book in a children's library must have its child reader. To fulfil this objective, a children's librarian has to maintain a proper book collection. New books have to be added at regular intervals. The old and out-dated books are to be replaced by books written on new interesting subjects by new authors and with new ideas. Some classics of well-known and established authors should not be discarded but the up-to-date and revised editions are to be made available in the library. It has been estimated by a scholar that active life of the average item of the children's library stock, is less than two years. The rate of replacement therefore has to be made parallel with the rate of deterioration, otherwise the stock will become inadequate. The three factors—replacement, maintenance and expansion will enable the librarian to estimate his annual book expenditure.

The selection of books should be according to the age of the reader. It has to be judged by the librarian, according to the number of the readers of different age group. It will definitely differ from library to library. W C Berwick Sayers once opined in a very general way that 20% of the total stock should be for under nines and 20% should be for over thirteen, leaving 60% for those between nine and thirteen. But this may not be applicable to every library. Therefore, it is better not to have any hard and fast

rules regarding this. Another problem may arise in regard to procuring of books of different types of children's literature and that is, whether the number of fiction will be more than non-fiction? Usually, if the children below nine are the regular readers of a library, the fiction and books profusely illustrated are preferred and if the library is regularly visited by the young people over thirteen, this is, mostly teenagers, then books on information and science are generally preferred. It also depends on the interest and the trend of the readers. According to a person, working in the 'Junior section' of a public library, though they are having more books on fiction than non-fiction, the present trend of the young readers is towards non-fiction.

Apart from conventional book-materials the modern children libraries are procuring non-book and audio-visual materials for their libraries. This trend is mostly visible in the developed countries of the world. In India very few libraries are giving stress on such materials, like maps, globes, charts, records, radio, films, tapes, T.V. etc for their young readers. Gradually this trend will develop in our libraries also, particularly to attract the children who are not very fond of reading. It will automatically create some difficulties in technical field viz. classification and cataloguing of such materials. The processing of books in any case should not be cumbersome. It should easily be framed in a way so that a child of five can also understand it and handle it properly.

22 READERS

Every child reader must have his or her book. Here the term 'Child' has been used even for the teenagers or

adolescents for whom in India we do not have any separate library. Who are these child readers? At what age a child becomes a library reader? According to the famous psychologist Prof Harlock 'at around the age of two, little children like to look at books containing large bright pictures of people, animals and familiar household objects.... Even if the young children cannot understand the words, he enjoys the flow of sounds and the vocal inflections and facial expression of the readers' McColvin suggests that any lower age limit for using the library is a bad thing. According to Roy Colin, 'half of a child's intellectual growth takes place before the age of 5 years'. If this is so, can we afford to ignore the child readers who are below five and ask them not to enter the premises of the children's library? A renowned children-library in Calcutta does not allow children below five and above fourteen. Can we now imagine the plight of children below five and particularly above fourteen who have an inquisitive mind and who desire to know many things hitherto unknown to them in this world. That particular library allows persons of above eighteen for their main library. Now the eager readers above fourteen and below eighteen run like a shuttlecock from one door to the other and request the authorities to allow them to read atleast something. These budding young energetic potential readers are practically driven out from the arena of the temple of learning. Is it not doing injustice to them? When in India, we do not have a separate 'teenager's or 'adolescent's library' we have to increase the age limit of the children's library and must allow the boys and girls to use it upto seventeen years' of age.

This is not of course, the case with every library. Another children's library has divided their clientele in two groups. One from 6 to 12, i.e. 'children's section' and another from 13 to 16 i.e. 'Junior section' as they call them. They have separate book collections for these two sections and they indicate that in their catalogue also. Here the children below six are not permitted inside the library. But why?

In a children library we should allow children from the age of two and upto seventeen' regardless of race, nationality, social status, religious faith or any such factor....'We may, for our convenience divide the age group of readers in the following manner:

- (a) 2 to 5
- (b) 6 to 9
- (c) 10 to 13
- (d) 14 to 17

It has been found that right from its 'cradle age' a child becomes a potential reader. It will be the task of the library staff to convert him to actual reader. Even a child who cannot read the alphabets, if he comes to the library along with his mother and given a book full of illustrations, it will no doubt appeal to him and he will jump for it, from his mother's lap. The curiosity of the children of below five years age, knows no bound.

Readers are actually made and not born. The psychological aspect of children of different age group will no doubt differ and even the children of the same age group may come to the library having different types of psychological background. Some readers may come

from a large family, where they get less opportunity, for family problems, for reading and some others from a smaller family where they are acquainted with the art of reading and know about their favourite books. Some readers need individual guidance and some do not. A librarian has to study all these carefully.

23 STAFF

The service of the children's library staff in general and the children's librarian in particular, is not an easy path to tread on. The librarian should not only have a sound knowledge of the technique of librarianship and of the number of children's books on various subjects, but also essentially he should be sympathetic to children, with a strong mind to take decision. According to Harrod, "librarians working with children need more than other librarians a sense of vocation". The children as we know, are 'very sensitive to atmosphere and feel at once whether they are, really welcome or merely tolerated'.

In developed countries, now-a-days, a trend of 'school media centre' is growing up day by day. The service through this centre is of course confined to the school children. "The operation of the media centre must be the responsibility of a person who had capabilities in administration, a knowledge of learning theory and educational psychology of literature and type of a role for many children's librarians who have been content with the detail of clerk's duties would be a challenge to accept". In India also we should think on these lines as soon as possible. The school librarians of our country should come

forward and with the cooperation of librarians of other children's libraries may chalk out a programme for such centres. The children's librarian of our country may begin to realise now as Lester Asheim has stated that "librarians are not the only persons who work in libraries..... narrowed the use of the term 'librarian' to designate those who are qualified by background and training to go beyond the level of application of established rules and techniques to the analysis of library problems and the formulation of original and creative solution for them". There will be a group of staff who will aid the students in different ways to enable them to use all types of media, assist a child in independent study and to instruct them in the use of materials at the centre.

The third law of library science brings the 'staff' element into prominence. It is the library staff who work on behalf of the books and inform its clientele about its stock-position of the library and the library and the type of the books it possesses. Dr Ranganathan states that "it will always require the provision of human beings as 'canvassing agent' for books and other documents and certain members of the staff to be set apart solely to assist the readers in the use of the catalogue and in the choice of the books. Here the concept of 'reference service' takes its shape. What would be the type of reference service to be rendered by the library staff of the children's library; how would it be implemented in order to bring a close contact with the books and the child-reader; and what would be the relation between the readers and the staff are some of the points to be discussed carefully.

Children's librarian or other library staff of a children's library should possess certain special qualities which the librarians of adult libraries may not have. They may have some special training or attend a refresher course in this line after obtaining their degrees in Library Science.

A successful children's librarian should have certain essential personal gifts, the first of which is 'commonsense'. He should be tolerant, practical, placid and patient. Berwick Sayers has rightly stated that "....a children's librarian must be a person of good education, solid nerves, and attractive to youngsters".

At the time of appointment of a children's librarian, the interviewers have to devote considerable time to discuss with the candidate to know his or her bent of mind to evaluate his or her capabilities in dealing with the young people.

Children's library should be provided with adequate staff so that apart from the routine work, every reader is attended personally with proper care. A wellknown children's library in Calcutta which has over 10,000 books and an average of 30 to 40 young readers per day, consists of only one lady staff in a junior post and one technical assistant, who can hardly work for his indifferent health, throughout the year. Every children's library therefore must follow a 'staff-formula'. The ratio of staff in a children's library should be more than what it is in an adult library, reasons for which have already been explained earlier.

The children of the present generation are becoming more and more book-minded. They have to be properly guided in using their library and it can only be done through some special services by the

qualified and efficient library staff. One writer has used the term 'socialization' in describing the process of making a child a 'literary reader'. To teach a child the 'use of the library' is one of the most important means in this process. A talk on this has to be arranged at regular intervals in which the children may be taught about the handling of a book, constituents of a book, looking through a catalogue cabinet, arrangements of records and books in a classified way, technique of note making, etc. Library staff may introduce different kinds of books to children, explain the purpose of each book and arrange the orientation assemblies in the different schools at the beginning of the session. An Assistant Librarian of a children's library one day found that some of the Enid Blyton's books have been badly used and the corners of several pages were notched and used as page mark. He immediately met those readers and guided them how to handle books properly. This situation arose, as there was no regular talks on 'how to use a library'.

The 'individual' or 'personal' guidance is also another important service of a children-librarian. But this sort of guidance should not be for one, but they are to be given when sought for. The Librarian may say to a child 'I think you would enjoy this' or 'why not read that' but should say it in such a way that a child may not feel embarrassed if he does not take his advice. The 'individual guidance' may be properly done during the 'browsing period' of the child. The library staff who is guiding the child must know the reading abilities of each child especially the ability of slow or accelerated reader. The 'group guidance'

may also be given to a few children at a time. They may be taken round the library' to each division and they may be explained the function of different units of a library. 'Story hours' 'Puppet-shows' 'displays of new books' 'discussion on short reviews of new titles' may be arranged in such 'group guidance'.

Another important service to the children may be done through audio-visual materials. Books can help the communication process to some extent but if a child can listen to a radio, tape-recorder or gramophone records or see some documentary film of programmes on TV, it undoubtedly would have a greater impact on his mind and will attract him more towards the library.

The library authorities and the State Government under which a particular library runs have certain obligations for the people who are dedicating their lives for our young and enthusiastic readers. The children-librarians are to be well-paid and adequate number of staff should be provided for every children's library. This would be easier for the states having library legislation and a net-work of public library system in their region. A children's librarian in Lucknow once complained that he has no longer any interest in his work, as in spite of his hard and strenuous labour, he is neither getting any encouragement from the authorities for his work, nor proper salary. A sort of frustration has grown in his mind and he was doing his job most reluctantly.

3 CONCLUSION

In order to develop child, cooperative efforts, thus, have to be made in our

country from all sections of the society which are related to the child's mental development. The present children librarians either of schools or public libraries, may take the initiative. They may have to build up a cordial relation with the parents, teachers and authors who are directly connected with the children. The librarians may request the parents of his clientele, that, they should bring their children in the library regularly right from the age of two to three years and introduce books to them. Parents should also participate in all the library activities and separate instructions may be given to them also so that they can guide their wards at their home also. The school librarian should also take the help of teachers in bring up the child to make them more and more library minded. They should work closely together. A cooperative planning of teacher and librarian in studying the 'curriculum needs' of the children is essential. One teacher in an elementary school of a foreign country observed "our library is a strong part of the school programme and the librarian gives individual help whenever needed. I always go straight to the library for information when any question comes up". This should be our objective. The librarian-author relationship is also expected to be harmonious. "The 'authors-in-the-flesh' bridge the gap between the children and the books in a fashion no one else can". A well-known author of children's books once told me that he was invited several times to different children's libraries and to different schools and he found that

children were delighted to see him among them.

Librarians can also arrange seminars and conferences at regular intervals among authors, illustrators and publishers of children's books. Several problems can be discussed in such meetings and misunderstanding among them may be removed to some extent. An Indian publisher of children's books is of the opinion that most of the authors are not writing books on practical values and on scientific topics, which are mostly needed for our present children. On the other hand one well-known children-artist once told me that most of the publishers are money minded and they only know their business and therefore force authors and artists of children's books to write and illustrate which may have only a commercial success but hardly palatable to our young readers.

Some children organizations in India, i.e. 'Academy for Documentation and Research on Children's Literature' All India Juvenile Literary Conference, Children's Book Trust, National Book Trust, Association of Writers for Children, Andhra Children's Writers Association, Bhartya Bal Sahityakar Parishad, Sishu Sahitya Parishad, etc. are doing good work in different fields. We all have to be more active and have to work hard in this respect and should take up the challenge of enlightening the future citizens of our nation by diffusing knowledge to them. Our Government should establish more and more children's libraries and sanction considerable financial grant to different children's organizations.

College Libraries in Andhra Pradesh, with Special Reference to Osmania University Area —A Survey

R SREEPATHI NAIDU*

Data was collected from few libraries by personal visit and for the rest replies were received by means of mailed questionnaire. Analyses data with special reference to certain important aspects reaching at certain findings. Provides suggestions for improving the situation.

0 INTRODUCTION

Libraries constitute a direct incentive to the development of educational, social and cultural activities. They contribute immensely to the arousal of public interest in day-to-day affairs by facilitating exchange of knowledge among different sections of people. This goes a long way in annihilating the chief enemies of democracy, apathy and ignorance. In the words of Dr.S. R. Ranganathan, "Libraries are no more store-houses; they are rich springs from which knowledge flows out to irrigate the wide field of education and culture".

Libraries are primarily important because they are reservoirs of knowledge. They are places where research is carried out, the research workers tapping and harnessing the knowledge made available to them. The word "research" usually conjures up in the mind a picture of a laboratory, with workers in white coats carefully carrying test-tubes; but, tak-

ing all fields of knowledge into consideration, more research is done in libraries than in laboratories. Libraries are also powerful contributors to the spread of education. They supplement the work of the teachers and educate and enlighten those who have no teacher.

The importance of the library in the work of schools and colleges is being gradually appreciated. One result of this is the growing demand that the library should be the central feature of the scheme of new school and college buildings. The function of the library in enabling people to educate themselves has long been appreciated. The public library is considered to have played a decisive part in educating them. Libraries are also places where a mine of information can quickly be found on virtually every subject; the problem confronting the chemist in his experiments; the problems confronting the boy making his own model aeroplane—these problems have one thing in

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common, that is, they can be solved by visiting a library.

The contents of libraries not only supply knowledge, but they provide pleasure too. Reading is one of the most popular of the hobbies, and libraries can supply books to suit a variety of tastes. One of the function of the library is to provide pleasure to its valuable clientele by way of making books available for them especially those catering for people, like hospital patients, prisoners, etc.

The importance of libraries has been duly stressed because it needs adequate measure of stressing. Libraries contain books, together with matter supplementing books, such as periodicals. In a nutshell, no substitute could ever be provided for the contents of a library, collectively called "Library Materials".

1 LIBRARY-COLLEGE

When a college is a library and a library is a college, it is a "Library-College", a term always spelled with a hyphen.

"The purpose of the Library-College", according to the Jamestown Charter, so called after the Jamestown (North Dakota) College Workshop held in December 1965, is to increase the effectiveness of student-learning, particularly through (though not limited to) the use of library-centres, independent study with a bibliographically expert faculty.... the "Library-College Concept" can and should be adapted to colleges with varying objectives and philosophies.

Library-College is a concept which constitutes and heralds a vigorous movement for promotion of universal education. It is anti-elitist in its philosophy,

its avowed objective being "College for All", which is an essential pre-requisite for democracy. History will document that violent revolution is aroused and fostered when the top brass constituting the 10% of the members of the society for whom higher education is reserved exclusively, can no longer communicate and forge contact with the remaining 90% who are denied the privilege of college learning.

The advent of universal higher education has created the widest range of individual differences, and, in the wake of this anomalous situation, it has become all the more imperative to establish a college solely for those who are prevented from gaining access to what is called "Ivory Tower", which is the exclusive privilege of the top brass. This ivory tower approach is highly reprehensible and is to be shed in an egalitarian society.

The widespread library movement and the proliferation of books and reading materials on a vast variety of subjects have brought about a shift from the class-room group teaching to library individual and independent study. This innovation has virtually reversed the relationship between the class-room and library, in that the student resorts to study of books and other reading materials in the library and seldom attends the classes. He is of the opinion that mere class-room teaching does not constitute a solution for the ticklish problems confronting the teacher and the taught. During the course of study in the library, he would be confronted by doubts. As such he has perforce to approach his teacher to get his doubts cleared.

The Library-College concept has also contributed, not a little, to the attainment

of a pre-eminent position by bibliographical study to which a student resorts. It has entirely changed the primitive and out-moded role the teacher was called upon to play. Here the teacher has to advise the student to resort to intensive study of valuable books available in the library to gain general knowledge and those books which have a vital bearing on the class-room study. It is also incumbent on the part of the teacher to enlighten the student through what is called "the generic book".

With the advent of a wide network of audio-visual education coupled with sophisticated computer system and large-scale production of printed books and other reading materials containing a mine of relevant and valuable information, it has become possible to provide and custom-tailor communication to the individual differences of student population regardless of range.

The faculty; bibliographic counsellor; and the generic book; the change in curriculum; workstudy; each-one—teach-one; values; etc., are the factors which are indispensable for a student vis-a-vis higher education.

2 PLACE OF COLLEGE-LIBRARY IN EDUCATION

A College is an institution of higher education which opens to its entrant new vistas of knowledge, inculcates in him a sense of purpose of values, enables him to be responsive and responsible to the problems faced by the contemporary society and motivates him to contribute his mite to the welfare of his fellow beings. The education imparted, therefore, should be meaningful and relevant.

A college library takes pride of place in so far as it provides room and gives encouragement to the fulfilment of individual needs and requirements. The learning which takes place within the four walls of a classroom or laboratory is supplemented and complemented by a variety of resources and competent staff of a really effective library. It is a place which takes an individual to the world of ideas and imagination, acquaints him with the live issues of life, the sufferings of humanity, the challenges of times and leaves him free to ponder, to decide and to act. In short, it is an agency which tries to take an individual out of the narrow realms of scholasticism and exposes him to the world outside and thus brings to him the benefits of liberal education.

Until very recently, the imparting of instruction in colleges and universities was being done in the traditional way. It was lecture-cum-examination-oriented. There was not much of involvement of the teacher in the teaching process and of the student in the learning process. The teacher was more concerned with 'finishing' the prescribed portion and the student in mugging the required facts and figures. The anomalous two hardly interacted. The college library, in such a situation, could be nothing but an appendage. Fortunately, the times are fast changing.

The introduction of semester system of education is expected to make in-roads into the traditional system by a variety of means and thus allow ample opportunities both for the teacher and the taught to get themselves involved in the entire educational process and make it more meaningful and relevant. The three basic ingredients of the semester education are:

(a) its approach, (b) its duration and (c) its method of evaluation, and thus it brings to him the benefits of liberal education.

The role of a college library in semester system of education is of high significance. It needs to be one which actively supports and enlivens and the teaching-learning process by involving closely both the teacher and the taught in the assimilation of knowledge by means of graphic and non-graphic records. The library staff undoubtedly takes a major share of this role. However, it is essentially a co-operative venture. The principal, the teacher, the student and the librarians should lend active support to play their part fully and meaningfully.

Basing on the existing situation in the college libraries, time has come to review and suggest suitable norms and standards and also the system of education—Semester, non-semester or traditional—so as to evolve proper modifications in streamlining the organization to deliver the goods to the user to his satisfaction. For this purpose, a survey has been conducted and its analysis is given here under.

Let me enumerate and state what exactly are the causes leading to the existence of the dismal situation obtaining in the college libraries. The following are the few, to which proper and tangible solution has to be found and implemented without much delay.

1 The management and the administration alike, have not realised that a library is an integral part of a college since there is confusion as regards the purpose. No conscious effort is ever made for book-provision and its administration.

- 2 Meagre financial resources.
- 3 Inadequate library accommodation.
- 4 Ignoring the essential condition of appointment of a qualified and competent librarian and supporting staff.
- 5 Out-moded curriculum and method of instruction.
- 6 Faculty members not evincing interest.
- 7 Lack of love of reading among the student community.

This sad and unwanted situation, which was observed by me when I personally visited one of the oldest and the richest of the college-libraries in osmania University area. This prompted me to take up this ambitious project of "Surveying the existing conditions of college libraries in Andhra Pradesh, and to suggest certain standards and norms for adoption with a view to achieve and facilitate effective functioning".

3 SCOPE

The present study attempts to reveal the existing condition of college libraries in Andhra Pradesh, with special reference to Osmania University. The emphasis is on "Fact-finding". College libraries, for this purpose, include only arts, science and commerce colleges. For the sake of convenience, clarity and uniformity, the following categories of colleges are excluded.

Medical, Engineering and Polytechnic (Nehru Technological University, Andhra Pradesh), Agriculture and Veterinary (Agricultural University, Andhra

Pradesh), and Oriental Colleges. The area under reference is confined to those colleges affiliated to Osmania University situated in Andhra Pradesh.

4 EDUCATIONAL SYSTEM

As regards higher education, the State of Andhra Pradesh has three Universities, viz, Osmania University, established in 1918, with jurisdiction over the Telangana region with 9 districts; the Andhra University, established in 1926, with jurisdiction over coastal Andhra Districts of Srikakulam, Visakhapatnam, East Godavari, West Godavari, Krishna, Prakasam and Guntur and the Sri Venkateswara University, established in 1954, with jurisdiction over the districts of Nellore, Chittoor, Cuddapah, Anantapur and Kurnool. Increase in the number of colleges year after year, coupled with the growing demand for the postgraduates in various sectors of development necessitated the establishment of three postgraduate centres in the State during 1967-78. The three Centres are *Warangal* in Osmania University area, *Guntur* in Andhra area and *Anantapur* in Sri Venkateswara University area. Of late, during 1976, the two PG Centres, at Warangal attached to Osmania University area; and Guntur attached to Andhra University area have been upgraded as independent universities named as *Kakateeya University*, *Warangal* and *Nagarjuna University*, *Guntur*, respectively. But the PG Centre at Anantapur attached to Sri Venkateswara University area was made Autonomous PG Centre with a Director with the status of Vice-Chancellor.

Each University in the State is both a teaching and an affiliating university. The affiliated colleges, which are managed by the Government, and the private

bodies, offer under-graduate courses of study. There are separate colleges for women, and most of the colleges for men are co-educational in character. Evening colleges have also been established for the benefit of employees who could learn while in the process of earning.

The educational system gives an overall picture of the system of education in vogue in Andhra Pradesh. The nationally recommended $10+2+3$ structure has already been introduced in the state. Generally, a child joins the regular stream of schooling at the age of 5 plus. Provision is also available, to some extent, for preprimary education of children belonging to the age-group 3 and 4. The primary stage extends to 5 years. This is followed by a two year course of upper primary or middle school education. Thus, the child in the normal course joins a secondary school at the age of 11 plus and takes a three-year course there. The pupil takes a public examination at the end of the course, by which time, he would have reached the age of 15 plus. The Intermediate or higher secondary course offered in the Junior College for Secondary School Leavers is of two years' duration. Students who take to professional course like primary teachers' training, polytechnic, engineering, medical, education etc., divert from the main track of general education just before or after the Intermediate Course. The first degree course is of three years' duration, followed, close on its heels, by a two year-course of MA, MSc, MCom, MSW, MBA etc..

5 SURVEY: PRELIMINARY

Out of 84 affiliated colleges in the Osmania University area, only 30 colleges

have sent in their replies by way of questionnaire. About 21 colleges were visited personally to observe for myself the condition of those libraries.

Among 84 colleges, 4 colleges were established prior to 1951, 8 during the First Plan Period, 8 during the Second Plan Period, 31 during the third Plan Period, 25 during the Fourth Plan Period and 8 during the Fifth Plan Period, as indicated in the Table 1:

Table 1

Plan period	No. of affiliated colleges	Total
Before 1951	4	4
I 1951-56	8	12
II 1956-61	8	20
III 1961-69	31	51
IV 1969-74	25	76
V 1974-79	8	84

Four colleges have also extended evening college facilities in degree courses in the area. Ten colleges are exclusively teaching degree classes; one college teaches P.G. course and in the rest of the colleges intermediate classes are combined, as indicated in the Table 2:

Table 2

	Student-strength	No. of colleges
Less than	250	3
Between	250-500	14
	501-750	5
	751-1,000	1
	1,001-1,250	2
	1,251-1,500	3
	1,501.	2

Among the teaching population, the staff position is 14 minimum to 110 maximum, depending upon the strength of students and number of departments. On an average, student-staff ratio is 1 : 20. Out of 30 colleges, 15 colleges have qualified librarians and the rest do not have qualified librarians; 15 qualified librarians are postgraduates with CLSc. They have gained 4-16 years of experience. The percentage of library expenditure, compared to college expenditure ranges from 2 to 12½%.

51 MANAGEMENT

Out of 30 colleges, 12 colleges do not have any type of committees to advise the library. In all the colleges where committees are constituted, they are advisory by nature, and the Committee consists of the Principal as Chairman and the librarian as the convenor and member-secretary, the main function of the committee being 'book selection' and 'budget approval and distribution of funds' among various departments. Out of 30, 6 colleges have professors or lecturers in charge, apart from qualified librarians.

52 LIBRARY STAFF

Regarding library staff, each college has a minimum of one to a maximum of five persons. Out of them, 2 colleges have 2 professionals one is a professional while the other is a semi-professional, designated as Assistant Librarian. Other staff are Record Asst. and Attenders. Every college has, depending upon the strength of the students, staff and books, 1 to 3 non-professionals. 15 librarians do possess MA and BLibSc. and among the Asst. Librarians, I post-

graduate and 3 post-graduates possess BLibSc or CLSc

53 FINANCE

This particular aspect of the questionnaire is most sensitive. Though certain information is furnished, it may not be authentic. As spate of arguments are given by the librarians, when questioned about their difficulty to answer suitably. Firstly, relevant records are not maintained properly; secondly, even if a few colleges maintain records, they are unable to give particulars for the past years since it inevitably involves consumption of more time and tests the patience of an individual; thirdly, in the private management, they totally avoid issuing particulars, presumably because they would have to be committed in writing. What is more, their managements would not agree to furnish such correct information. So, with all these obstacles, certain information was received, but on this basis correct analysis could not be made.

Out of 30 colleges, within a span of 5 years between 1970-75 only 6 colleges got State Government Grants, 9 colleges University Grants Commission Grants, 6 colleges both State as well as University Grants Commission Grants sporadically. The other source of revenue is by way of library fee collected in a year.

There is no specific percentage of expenditure towards current periodicals subscription. Moreover, this expenditure is negligible when compared to that of books.

54 BUILDING AND FURNITURE

Though, separate, well-planned buildings are indispensable for organizing the

libraries on modern lines to the entire satisfaction of the users, in this area of college library field, this statement does not hold good since the majority of the colleges do not have suitable buildings at all.

Out of 30 colleges, only 4 colleges have independent buildings, 7 colleges, a wing of their own college building, and the remaining colleges do not have buildings at all. Seven colleges are contemplating to have separate library buildings.

Seven libraries are using library steel racks and the rest are using wooden racks. Tables and chairs are made of wood. A negligible number of colleges use steel catalogue cabinets and other important fittings required for the library.

Irrespective of whether the buildings are owned or not, only 25% of the libraries are furnished with reading room space and tables, and chairs. Apart from the above furniture, wooden cup-boards, map stands and notice boards, are provided. Colleges which have their own separate library buildings are provided with a small counter for issue transaction and a small area for stacks. A separate hall is also provided for reading purposes. Facilities for good lighting and ventilation exist.

55 BOOK-COLLECTION

Out of 30 colleges, only 5 colleges receive books on donation, besides usual purchases. No college library has launched any exchange programme of books and periodicals nor does any of the colleges lend books on inter-library loan. 19 colleges have University Grants Commission grants book collection. 11 colleges have 'poor students' —lending

facilities and 12 colleges have 'book banks'.

Table 3

Book-stock	No. of colleges
Less than 1000	—
1000-5000	10
5001-10000	10
10001-20000	8
20001-30000	2
30001-40000	—
40001-50000	—
50001	—
	30

551 Rate of Addition

Out of 30 colleges, 3 colleges only add more than 1,000 books to the book-collection; while 19 colleges get more than 500 books added. 6 colleges carry on the process of addition of 250 books. The rest of the college are not engaged in the process.

Most of the colleges acquire textbooks in multiple copies. Reference books and books of general nature are also purchased.

Only one college subscribes to more than 100 journals while 4 colleges subscribe to less than 50-99; 5 colleges procure journals ranging between 30-50, by way of subscription, the remaining colleges subscribe to less than 20 journals.

56 ACQUISITIONS

In almost all the colleges, the selection procedure is one and the same, i.e., the

heads of departments select books for their departments and send in indents to the librarians. As far as general books are concerned, the librarian will select and take the approval of the library committee. In a few instances, the principal himself, besides the librarian, selects general books. No library maintains order cards but instead, they maintain files of correspondence. It is understood that, of late, some heads of departments are permitted by a few college authorities to make a personal selection of books at City Centres along with the librarian. This may, in a way, be a viable alternative in preference to the method of indenting for books, in as much as in the latter case, the possibility of non-availability of many books in the market is not ruled out. Personal selection, constitutes, by far, the best and viable alternative.

Majority of the colleges do acquire books through their respective co-operative stores, while a few colleges procure them from local bookshops by way of inviting quotations. Many colleges prefer co-operative stores in view of the fact that the latter offer 15% discount, in general, for all types of books.

In the case of periodicals, most of the general reading room journals are subscribed to and procured from local book-sellers, and in a very few colleges, journals are subscribed to and procured from subscription agencies at Bombay, Madras and Hyderabad. No library can afford to subscribe to journals directly and procure them from the foreign publishers.

In general, the policy procedures mainly depend upon the principal's preferences. Firstly, the colleges wish to have quotations with regard to terms and

conditions of supply of books. With a view to avoid audit objections and undue criticism, they prefer only co-operative stores for supply of their requirements with maximum discount ranging from 15 to 20%.

The acquisition of books are made through:

Library Committee	7 colleges
By Heads of Departments	22 colleges
Individual recommendation	13 ,,,
Librarian's recommendation	17 ,,,
(Gen. Books)	
Direct purchase by authori- ties	10 ,,,

57 PROCESSING

Out of 30 colleges in the area, the following is the break-up of classification system: 16 Colleges carry on the process of classifying books. While 4 colleges do not undertake classification work, 5 colleges have not responded in the matter.

The pertinent details in regard to pattern of classification adopted by the colleges in the area are given below:

Classification by	- -
16th ed. DDC	7 colleges
17th ed. DDC	3 ,,,
18th ed. DDC	5 ,,,

Indigenous system is in vogue in the rest of the colleges. Colon classification is not at all used.

10 colleges adopt DDC broad classification.

4 colleges adopt close classification.

Ten colleges follow ALA Catalogue

Code and the catalogue in register form. Only 6 colleges follow conventional card catalogue and even among them only one college uses typed cards and the rest use hand-written ones. In general, all the colleges do maintain catalogue in one form or the other. 5 colleges follow dictionary type and 3 colleges employ classified part. 5 colleges have a backlog of catalogue work.

58 CIRCULATION AND MAINTENANCE

The following are the relevant particulars as the pattern in vogue in the colleges in the area :

Register method	12 colleges
Reader Cards	5 ,,,
Brownie system	5 ,,,
Newark system	2 ,,,

The following are the details as regards membership:

Students	: 200-2000
Staff and others	: 20-250

Average attendance per day:

Students	: 30-500
Staff	: 20-80
Rest	: 10-25

591 OTHER DETAILS

12 colleges do give orientation-lecture at the beginning of the year.

Working Hours:

10 colleges : College working hours.

6 colleges : 9-30 am to 5.00 pm

Rest of the Colleges : Twice with lunch-break between 1 and 2 pm

Students are issued 2 books between 10-15 days

Teachers are issued 10-20 with no time-limit.

Deposit is collected in a few colleges.

Number of books borrowed in a year by teachers range: 150-600

Number of books borrowed in a year by students ranges: 50-200

The practice of inter-library loan is not in vogue. Out of 25 colleges, only 7 colleges resort to open access; while 10 colleges employ closed access. The rest of the colleges adopt partial access.

All the colleges do have stock verification annually; 15 colleges by accession register; 2 colleges by shelf-list; and the remaining colleges by some other method of stock verification.

The average annual loss is between 20-200 books. In 13 colleges, the librarian is held responsible for the loss of books. Only 5 colleges stipulate payment of security.

50% of the librarians keep vigilance at the gate.

592 MISCELLANEOUS

A few librarians maintain statistical data up-to-date. The usual statistical records maintained by almost all the librarians are as follows:

- (a) Borrowers Registers.
- (b) Issue Registers.
- (c) Accession Registers.
- (d) Periodicals checking Registers.

All the libraries bring out Annual Reports along with the college administration reports, and they are published annually.

593 FUTURE PLAN

A few colleges have plans to construct new buildings exclusively for the library with all the facilities needed. The overall issue is with regard to inadequate staff, insufficient space, and lack of adequate funds.

594 SUGGESTIONS FOR STANDARDIZATION

- 1 The inspection commission or university development committee should lay down norms and guidelines for scrupulous compliance by the libraries in affiliated colleges, in consultation with the University Librarian.
- 2 At least 6% of the total budget of the college should be allocated to the library and out of this amount, the college administration should provide 25%, and the UGC and the state government together 75%.
- 3 The practice currently in vogue of continuing the professor in-charge of the library, even when a fully qualified librarian is appointed and posted, be discontinued forthwith.
- 4 There should be a standardization in designating the staff employed in all the colleges. For this the UGC's advice may be followed.
- 5 The college librarians should maintain two separate registers, mainly for the grants received from two sources, viz. UGC and State (Management). The expenditure should be categorised distinctly under, staff, books and back volumes, periodicals, furniture and fittings, binding, etc. This would

enable for the accountability of expenditure for each library and to assess the percentage under each category.

6 A separate library building for housing the books should be built with basic comforts leaving sufficient space for stack-cum-reading area and periodicals reading room. Place for the Librarian and other Technical Staff for processing should also be provided with minimum area. Main counter should have a prominent position in the planning of the Library. Measurement for different areas should be worked out taking into account the number of students, teachers and also potential users and visitors. Each building should be equipped with minimum furniture besides library stacks.

7 Basic reference books and text books should find first place among the collection. Comprehensive collection of books should be housed. Rate of addition may be such that should satisfy the objectives of the college library. A minimum of 1000 books covering all the disciplines should be added annually.

8 The heads of departments should suggest minimum number of periodicals related to respective departments for subscription. At least two standard journals for each discipline should be subscribed, besides general reading room periodicals.

9 No time should be lost in the process of acquisition. There should not be many restrictions in acquiring the books. Particularly in academic libraries, the selection process should be vested with the heads of depart-

ments as far as subject books are concerned and for general books, the librarian can select and obtain approval of the library committee.

10 There should be uniformity in the scheme of classification and rules of cataloguing for the books processed in all the colleges affiliated to particular university. This will facilitate compilation of union catalogue. It would be desirable and beneficial if the same assistant prepares catalogue slips, classifies and files the cards to avoid monotonous nature of work of doing the same work all through.

11 Depending upon the strength of students, staff and users, a suitable method of charging system should be adopted.

12 Students and teachers should be issued cards for borrowing books, taking into account the need and size of collection of books.

13 There would be annual stock verification of books for the libraries having less than 20,000 books, whereas for the other libraries with more stock, the verification may be done once in two or three years. Stock taking should be done inevitably with the help of shelf-list cards than the accession register, which should not be spoiled with initials and tick marks.

14 Losses are inevitable, but to avoid losses, proper devices should be introduced. The librarian alone should not be held responsible for the loss as it is the collective responsibility of staff. Certain percentage of losses be accepted due to the circumstances under which a library functions.

- 15 Periodic weeding out of books that are found to be useless should be done, preferably once in five years to gain shelf space.
- 16 A system of inter-library-loan should be established among the colleges in the university area and its Central Library, for close coordination and expediting the services. One should act as a liaison to the other.
- 17 Colleges with more than 10,000 book stock should be thrown open with 'Open Access' and less than that with 'Closed Access'.
- 18 Payment of security amount by the library staff should be dispensed with, if any.
- 19 Necessary security staff should be given to keep vigilance at the exit gate.
- 20 To make the new students to be acquainted with the usage of library, the librarian should organise an orientation lecture every year at the beginning of the session, either collectively or in individual departments, for an hour or two giving demonstration of usage of catalogue, classification and other relevant materials.
- 21 The present system of class-room-oriented education is responsible for the inadequate use of the library and therefore, there is need for re-orientation of the existing teaching methods with emphasis on greater use of the library.
- 22 Students from any college, on production of identity card (issued by their respective colleges), may be allowed to consult and study books etc., in any other college or university libraries.
- 23 All the constituent and affiliated colleges should prepare an extra main entry of catalogue card, for the books that are procured and processed (classified & catalogued) in their library, and send to the University Library to which the college is affiliated, for maintaining a 'union catalogue' in the area, which will serve as a means of carrying out an effective and viable inter-library-loan service.
- 24 The rules framed by individual library of the college should be implemented sincerely by the staff and seriously observed by the users, for effective functioning of the library.

University Library as a Catalyst of Social Change

A R SETHI*

Describes the role of university libraries in Scandinavian countries towards the society. Suggests that university libraries should extend some of their common services and start special services for the select public to fill up the present gap between university libraries and the community. Describes how JNU Library is extending its services to people from different strata of society. Makes suggestions for further extension of such services.

0 INTRODUCTION

Holding history responsible for the maladies of today is an instinct few of us can resist. I for one would go whole-hog with placing the blame for all the ills that inflict our higher education at the door steps of British period of Indian history, when the seeds of an alien educational system were implanted here, supplanting the native educational system evolved after experimentation of hundreds of years. What has been the result? Universities in India today present a peculiar spectacle of patches of velvet stitched over a sheet of rags; of islands of affluence amidst the ocean of poverty; of specks of gleam over a spectrum of gloom, probably not lessening but positively increasing the ugliness of the phenomena. Their assimilation with the society at large is minimal; they have no roots in the community that sustains them; they draw so much from it, they dole out so little for it.

What is true of universities is equally true of their surrogates, including the libraries attached to them. They confine their services to the chosen few who, thanks to our social structure, get themselves placed in the privileged positions. Seldom do they extend their services even to the people residing in their own immediate environs, not connected with the university life, but still interested in academic jaunts. Central university libraries fare no better than the libraries of the state universities in this respect.

1 THE BRITISH MODEL

The British model of university libraries does not fit into our context. In the United Kingdom, a first rate public library network operates in close cooperation with all other types of libraries, permitting the university libraries to confine their services mainly to the community of their parent institutions. With almost hundred per cent literacy rate, combined

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with developed reading habits and a fair amount of buying capacity of the people to acquire books of personal interest, the system does not make it obligatory on the part of university libraries to extend their facilities to the outside public.

Here, in India, none of the above positive features operate. Public libraries are few, people with a strong urge to acquire knowledge still fewer, and those with the capacity and willingness to buy books very few. These socio-economic factors place special responsibilities on our university libraries to think of venturing into areas which are conventionally thought to be outside their purview.

2 SOCIAL INSTITUTION

Libraries do not grow in vacuum; they are a part of the society. Their functions are determined by social forces. As social conditions change, so do the library functions. The business of a philosophy of librarianship is not to debate about what the actual functions of the library are, but to study the library in its relation to society.

Considering the functions of various institutions from the sociological viewpoint, the library is amongst all the institutions, the most adept to changing situations. It is the most flexible institution to be shaped into the patterns most appropriate to its varying clientele.

There is no individual or group that does not have a claim to the informational and educational services of a library. The knowledge-base of the library should be all-encompassing; there is no boundary on the scholarship to which it has access

and which it diffuses in order to bring about social change. Library service to the community should exhibit all the characteristics of a coordinating structure that is so desperately needed for planned social and individual change.

There are a few professions in the community that have as broad a mandate or commission to administer public education and informational services as do the librarians. There is no group or interest or individual to whom the librarian may deny informational and educational services. The open door is traditional but has remained largely an accommodation of a privileged few. Rarely have the librarians responded to the opportunities of this social mandate.

3 THE SCANDINAVIAN MODEL

The university libraries of Scandinavian countries, Italy, Spain and Germany are perhaps more realistic in their approach to the above-mentioned functions of a library as compared to their British counterparts, and they form an integral part of the public library system. In Germany, for instance, "the German university library is considered a state institution, associated with the University, but not under the authority of the faculties. At the same time it is part of a cooperative system made up of all German state and municipal research libraries. It is, therefore, placed in a position along the border between the university and the public domain. Similar to the clinic of the university, it is an institution which is to serve not only professors and students, but all citizens equally."¹

¹Wehmer (C). Organisation and Origins of German university liberarie. *Library Trends*. 12 (4); 1964; 491-512.

4 THE INDIAN MODEL

No doubt, the effectiveness of a university library will increase tremendously if it is part of a national or regional network of libraries and related information services. However, with so much of balkanisation and bureaucratization at every official level in the country, it is doubtful if the above model can be made operative in such a large and populous country as India; but the fact that there are countries where such a system is delivering the goods, can make us think along alternative lines of the present regimented and institutionalised system.

Possibly a system in which administratively the university libraries form part of the university set-up, but extend some of their *common services* and start *special services* for the *select public*, may fill up some of the present gap between university libraries and the community.

41 COMMON SERVICES

Services that are commonly performed by university libraries are:

- (a) Logical organization of all kinds of reading material, selected and acquired, for convenient use through a helpful shelf-arrangement, classification and cataloguing;
- (b) Lending of reading material;
- (c) Provision of information service with a view to locate facts and references needed for day-to-day work, or, for long range research projects;
- (d) Guidance to readers in efficient use of library resources; and
- (e) Display and publicity of acquisitions in order to further stimulate their use by a large body of readers.

No university library can afford to extend all the above-listed services to all the members of the community, without encroaching upon the legitimate rights and privileges of the students and teachers. However, it may to a great extent satisfy the specialised and research demands of certain members of the community unconnected with university, but engaged in intellectual and scholarly pursuits, by extending to them common services like seating facilities, restricted lending of reading material, current awareness service, selective dissemination of information service etc.

42 SPECIAL SERVICES

The special services to be started by university libraries for special groups of people may differ from one university library to another university library depending upon factors like the operational environment of the university, including the socio-economic conditions of the area in which it is located, its document resources, and human and financial resources.

5 JNU LIBRARY : CASE STUDY

JNU is a Central University, offering courses mainly at post-graduate level, with a research slant, having a national character (area-weightage is given to students coming from economically and socially backward strata), located in South Delhi amidst some of the most affluent residential colonies of the capital, and surrounded by a plethora of educational and research institutions. Government officials, in-service and out-of-service, live in the neighbouring areas, including the spiralling R.K. Puram.

Though a number of government departmental libraries and research libraries are located in the area, there is hardly any public library. Though the people living in the area enjoy a number of public facilities, library facilities are non-existent.

JNU library is extending its services to a number of people from different strata of the society, including the retired officials (engaged, perhaps, in writing their reminiscences!) persons engaged in scholarly pursuits, research-scholars from outside the university. Interestingly, a number of elderly people from the neighbouring areas have been observed coming to while-away their time in the Magazine and Newspaper Sections of the library.

JNU, being the Northern Regional Centre of the Indian Council of Social Science Research, plays host to a number of research scholars, from all parts of the country, who make intensive use of the library collection for periods ranging from a few days to a few months.

The library has also elaborate arrangement of interlibrary-loan operation, and hundreds of books are borrowed from and loaned out to other libraries—both academic and special—in and outside the city.

However, the library may do much more by way of making its existence purposeful for communities in its immediate neighbourhood by offering some of the services mentioned below :

1 Due to several reasons, JNU library has come to acquire a social science orientation, and it has perhaps the best collection in India of periodicals, periodical articles, newspapers, press-clippings and books in the field of international rela-

tions and area-studies. It may act as a clearing-house for dissemination of information in this area for the whole country;

2 It may prepare a profile of the leading persons, including the concerned government officials, in the Capital interested in the study of above areas and send to them on regular basis information of their interest;

3 On special occasions like the Independence Day, birthdays of national leaders, national days of other countries, the library may organise exhibition of reading material for the occasion and open the exhibition for the whole public, publicising in advance the occasion in leading newspapers;

4 The library may arrange on a regular basis special lectures and concerts and invite specialists to speak to the public on topics of general interest, e.g. developments in Iran and Afghanistan and their impact on India.

The purpose and effect of such services should be to so saturate the awareness of the community as will make it difficult for citizens to avoid thinking about problems and concerns.

The above is by no means an exhaustive list of the special services that the other university libraries in the country may introduce. The situations operating in the working environment of each institution shall be the guide for introducing innovations. The recent developments in the field of education like open university, correspondence courses, continuing education, adult education, etc may call upon some of the university libraries to tailor their services to suit such requirements.

6 UNIVERSITY STATUTES

The rules of the university may prevent a library from extending the area of its operations. There is also bound to be opposition to the move from the teachers and the students. The subordinate library staff itself may be hostile to the idea. It is for the library profession to create an atmosphere for the move to succeed. If necessary, the university statutes should be changed on the pattern of the statutes of the Rutgers University (USA) which specifically stipulate : "It (the library) may make its services available to the public, to the industries of the state, and to state officials." As for the teachers and the students of the university, they may be reminded of Article 26 and Article 27 of the Universal Declaration of Human Rights: "Everyone has the right to education" and "Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits." The departments and schools of library science in the country hold the key to create the realisation among their alumni that their responsibility as librarians, in whatever capacity or situation, is to the whole community. That the university librarian himself is

amenable to the idea of not only throwing open the doors of his library for anyone who cares to enter it, but making a concerted effort to go out in search of people thirsty for knowledge, is the leading postulate of the whole argument.

7 CONCLUSION

A university library should be a living force in the community where it functions. It has the potentiality to determine the shape and quality of its community. Therefore, it ought to be tuned to the needs of that community and its development should be commensurate with the conditions and requirements of the people concerned.

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The Indian Council of Library and Information Services Research and Training : A Proposal for Consideration

RAJU M MATHEW*

Critically examines the Indian scene regarding librarianship-services, profession and education for librarianship. Points out that the management, operations and services of the most of our libraries are inefficient and ineffective according to modern professional standard resulting in grave misallocation and underutilization of library resources. Mentions that no major research or advanced level study has been conducted in librarianship except in some areas of library classification and indexing. Regards the existing courses on librarianship conducted by universities not of much help for managing and operating libraries efficiently. Mentions serious limitations and drawbacks of institutions like DRTC and INSDOC. Considers necessity of rapid advancements in all aspects of librarianship—management, operation and services. Suggests a total view of librarianship and interdisciplinary approach. In order to solve the major problems of the Indian Librarianship; to conduct advanced level study, research and training in all aspects of library and information services suggests the setting up of an Indian Council of Library and Information Services Research and Training in the similar manner like the ICSSR or the NCERT. Provides a detailed proposal this regard.

1 INDIAN SCENE

Efficiency and effectiveness in the management and provision of library and information services is a prerequisite for all round intellectual, academic and cultural development of a society in the present century. It is crucially important for the advancement in higher education, research and development, social and economic progress. Both the advanced capitalist and socialist countries recognise information as wealth and information services as the means for progress. That is why even the developing countries are also giving great attention

for the development of their own library and information services.

India has been investing a considerable amount of resources and personnel on library and information service sector, including taking part in global efforts. Now we have a number of small and big university and college libraries; public libraries, libraries attached to research and advanced study centres. But most of such libraries and information centres are functioning at a sub-optimal level. Misallocation and underutilization of resources, including man-power is the rule rather than exemption in the case of most

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of these libraries and information centres⁷. The administrative style, techniques and procedures followed in these libraries are crude and primitive and consequently inefficient and ineffective.

In India no major national effort has been made for the improved and effective functioning of the library and information centres. Library and information services in this country are still in its infant stage, even though some advancement has been made in certain areas of library classification and indexing. The contribution of the library schools in India for the advancement of librarianship is negligible except giving some training to a considerable number of students in the rudiment of librarianship. Education for librarianship even at university level is quite insufficient to make good leaders rather than the subordinates. With such a training alone nobody can become a good manager or top level administrator of a large public or university library. That is why even with M Lib Sc degrees, most of the university librarians are poor managers. Management is not mere running a library.

2 FACULTY OF LIBRARIANSHIP

In India more than 43 universities are conducting courses in Library Science leading to bachelor's or master's level and out of these 10 universities have provision for Ph.D. programme. In addition, University of Delhi conducts a course leading to M Phil degree. Based on the nature of managing the faculty, conducting the courses, research and learning performance of the members of the faculty and their qualifications, compared to other faculties, most of the Library Science departments in our

universities do not deserve fullfledged academic status. Very few other disciplines in Indian universities, have such kind of parttime teachers as in the case of Library Science. University Librarian cum Head of the Department of Library is very common in our universities. Inviting guest lecturers or experts is a different case. The so called research or learned papers appearing in our professional journals⁴ or presented in seminars do not have any high standard³. Of course, there may be few exceptions.

3 ABSENCE OF A NATIONAL BODY

In India, no institution or organisation can be claimed as a national body doing advanced level research and training in all major spheres of library and information science. The scope and role of the existing bodies like DRTC or INSDOC are very limited and narrow. They cannot be considered more than a semi-fulfilled faculty or teaching and research department in a university. They are not even independent bodies, but mere part or organ of the national bodies like ISI or CSIR. They confine their activities mainly on some elements of operational aspect of librarianship such as classification and indexing or documentation and repography.

4 THE TOTAL VIEW OF LIBRARIANSHIP

Librarianship consists of managerial, operational and service aspects. In our country the most neglected areas of librarianship are managerial and service aspects. There exists a dangerous tendency to equate librarianship with mere library classification and indexing. This is

mainly due to a lack of total view of librarianship. It is practically impossible to manage university libraries or provide better service merely with advanced knowledge in classification and indexing, for they are mere tools for better services. Our large university and public libraries require good and efficient managers, technical hands and service librarians. Librarianship should be treated and developed in its totality.

5 THE RATIONALE FOR A NATIONAL AGENCY

It has been proved that both the library science schools of various universities and the research and training institutes like DRTC and INSDOC are not very effective for building up dynamic librarianship with sound academic and intellectual basis, at the national level. While considering the crucial role and functions of librarianship⁸ on the one hand and the weakness and underdeveloped stage of librarianship in India, the only effective solution is to set up an *Indian Council of Library and Information Services Research and Training*(ICLISRT), more or less in the similar manner like ICSSR or NCERT, for conducting advanced level research and training in all aspects of librarianship at the national level.

51 STRUCTURE AND FUNCTIONING OF ICLISRT

The ICLISRT should be a national body to conduct advanced level study, research and training in all matters connected with library and information services, of various types at different levels. It can have different sections such as

public library, academic library, research or special libraries; different divisions such as management, operational or technical and services. It should have various regional centres to conduct study, research and training. The ICLISRT should take special interest for curriculum development, development of effective teaching methods and evaluation techniques for these areas have been totally ignored by our universities and research institutions. Further, the ICLISRT should also function as a financing agency for conducting various research and advanced level study projects under its perview.

52 INTER-DISCIPLINARY APPROACH

Scholarship is the basic ingredient of librarianship. Growth and development of knowledge or information explosion necessitated the emergence of modern library and information science. Since it depends on other branches of knowledge, its basic approach is interdisciplinary. From a set of few techniques and arts, librarianship started to grow as a discipline especially after the second world war mainly by taking a lot from other disciplines such as computer science, economics, management, statistics, education, etc.

While setting up the ICLISRT, care should be made to have inter-disciplinary framework for it. There should be ample facilities for experts in other major disciplines to participate in its activities. The governing body of the ICLISRT should consist of first rate librarians, having excellent scholarship, academic and research background, management experts, information scientists, economists, educationalists and scientists.

Precautionary measures should be taken to prevent the ICLISRT to be a mere classification or cataloguing research centre or the duplicate of DRTC or INSDOC. Its basic philosophy should be to improve the quality of library and information services and to make the operations and managements of libraries and information centres highly efficient and effective and to extend the services throughout the nation.

6 CONCLUSION

The government, various learned bodies, scientists, educationists and librarians and information scientists must seriously come forward to provide highly effective and efficient library and information services at the national level. Measures should be worked out to improve the quality of management, operations and services of the existing libraries and information centres. An effective and immediate solution, having long long term impact, proposed here is to setting up an Indian Council of Library and Information Service Research and Training (ICLISRT) at the national level by the Government of India with well defined role and functions, covering all aspects of librarianship. Library professionals with the co-

operation and support of other agencies should come forward to pressurise the government for this cause, and thus to upgrade librarianship at the national level.

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Notes and News

NORMS AND STANDARDS FOR COLLEGE LIBRARIES

The Standing Committee of the University and College Libraries of the University Grants Commission has approved the norms and standards for college libraries. These norms are based on the recommendations of a Sub-Committee. The original draft was prepared for the Sub-Committee by Shri Girja Kumar. The norms as approved by the Standing Committee are to be placed before the Commission for its approval this month. The text of the document as approved by the Standing Committee is as follows:

I. Introduction

The College library performs a central function in the educational process. In a developing country like ours which has an inadequate network of libraries and where the students and teachers are unable to buy personal books, the role of the college library assumes great importance. The scope and character of library resources, facilities and services should be such as provide for course work, research and self-education through printed and other forms of literature.

The development of library resources, facilities and services should take into account the exponential growth in the

field of knowledge and the latest technological innovations. It should also not overlook the quantitative growth and qualitative improvements in the educational system.

The rate of growth of resources of the library should take into account the rise in prices of reading, reference and research materials and the growing requirements of the academic community in the country. It should also take into account changes in teaching methods, curriculum, methods of evaluation and the introduction of the semester system in a number of universities.

The following standards are based on the collective experience of librarians and educationists in India and abroad and attempt to offer reasonable guidance in all concerned in providing effective and adequate library services in the collegiate sector.

The college library system should be viewed as a network of local, university and national libraries forming an integral part of the academic library system of the country.

II. Services to Readers

The library should make easily available to students, faculty members and other members a well-organised and com-

prehensive stock of books, journals and other library materials. Proper services to readers include the following:

- (a) Reading facilities with direct and open access to library materials on shelves.
- (b) Lending facilities to the readers under fair conditions.
- (c) Reading-cum-text book section for the students.
- (d) Proper and adequate reference and bibliographical services to the readers.
- (e) Instructions in the use of library resources and services and facilities to the users so that optimal use is made of the library.
- (f) Promotion of library use through reading circles, extension services, book exhibitions, browsing corners etc. according to local conditions.
- (g) Fixing of working hours of the library in such a manner that it will be possible for the users to have access to the library materials on the shelves after normal class hours and during holidays and vacation period.
- (h) Inter-library loan services and
- (i) Documentation and reprographic services, wherever possible.

Services specified at (a) to (i) should be considered to be the minimum services expected to be rendered by a college library. The last one may be considered desirable and should be undertaken at the appropriate stage of development of the library.

III. Library Resources

The library's collection of books, journals and other materials should be so constituted and organised as to provide direct support to the instructional programme both at the undergraduate and post-graduate levels. The resources should be of the requisite size, scope and quality so as to include text books (with multiple copies of collateral reading material, reference and bibliographical tools, journals and serials). It should also contain the latest works in different disciplines, to keep the members of the teaching faculty abreast of the development in their field and also assist them in their professional growth. In addition, the collection should have standard works on our cultural heritage. It should also be supplemented by a wide variety of books which widen the horizon of the students and also provide recreational reading. There should be a strong and up-to-date reference collection in the major fields of knowledge. The periodicals and other serial publications, should be carefully selected so as to be well balanced to fulfil the needs of the students and the faculty.

The medium of instruction and examinations in the college should be kept in view in building the library resources.

The library holdings should be checked against standard bibliographies.

The college librarian would undoubtedly have an important role in the balanced growth of library collections.

IV. Finances

The funds provided for the purchase

of various types of library resources would in a very large measure determine the quality of the library resources. The library budget should be determined in relation to the total budget of the college. A minimum of 4% of the total revenue (recurring) budget of the college including salaries, should be allocated for the library for the purchase of books, periodicals and other serial publications and binding. A suitable proportion of the budget should be earmarked for the purchase of periodicals in the case of all colleges; it should not be less than 25% in the case of colleges offering post-graduate courses. This does not include expenditure on books and journals for the institution of new courses.

The provision suggested above would be in addition to salaries of library staff, fittings and furniture, stationery, insurance etc.

Adequate budget provision should also be made in the initial stages of the development of a library.

V. Library Personnel-Qualifications

The college librarian performs a very useful function in relation to the teaching-learning programmes of the college, guidance to faculty members regarding reference and research materials, promotion of reading habits and the creation of an environment conducive to learning, research and enquiry. It is, therefore, of the utmost importance that those recruited to the library have the necessary academic background and professional competence. It is suggested that minimum qualifications for library staff may be laid down by a sub-committee, proposed to be appointed by the UGC to formulate the norms for university libraries.

VI. Staff Requirements

The following pattern is suggested for core staff for the college library assuming that the library remains open for 40 hours a week including Sundays and holidays.

A college having an enrolment of 500 and 10,000 volumes on the library should have a staff of one librarian, one assistant librarian, one library assistant and three library attendants.

For every additional enrolment of 500, one library assistant and one library attendant may be provided.

For every addition of 10,000 volumes, one library attendant may be provided.

VII. Library Administration

The librarian as the head of the library shall be directly responsible and accountable to the principal of the college for the performance of his duties.

The practice of appointing a member of the teaching staff as professor incharge of the library wherever it exists should be dispensed with.

A committee to be designated as library advisory committee may be set up with the following composition:

1. Principal *Chairman*
2. Librarian *Member-Secretary*
3. Two teaching staff members from each faculty (arts, science and commerce).
4. Two student representatives to be nominated by the principal on the recommendation of the librarian.

The tenure of the committee may be two years.

The committee shall meet at least once in three months.

The committee, with librarian as its chief executive, will function as an advisory body to advise the college on (a) general lines of policy for the development of library (b) allocation of funds to the various departments (c) integrated development plan for the library and (d) policy regarding weeding out of absolute material and writing off missing books.

While care should be taken to ensure that the loss of books is minimum, it hardly needs to be pointed out that a certain loss is inevitable, particularly in an open access system. In no case should losses frighten us out of our wits and lead to undue measures for security of books as that is the surest way of defeating the very objectives of a library.

VIII. Technical Processes

Classification and cataloguing of library resources should be introduced in the very beginning even though the collection may be small. The standard and tried systems of classification and cataloguing such as Dewey and Colon should be adopted. The preparation of a catalogue with entries to meet the various approaches (including the subject approach) should be made.

In view of the difficulties involved in conducting a complete annual stock verification and the dislocation it would cause to library services, a sample stock verification be carried out annually.

IX. Physical Facilities

In regard to physical facilities viz. library building, lightening, furniture, equipment, stack rooms, reading room etc., colleges may follow the norms and specifications laid down by the Indian Standards Institute.

X. Implementation

Since the library plays an important and crucial role in the development of the educational system, it is suggested that using the norms and standards suggested above each university may formulate its own guidelines regarding college libraries. It is also expected that these would be incorporated in the conditions of affiliation.

ACADEMIC STATUS FOR COLLEGE LIBRARIANS OF BOMBAY UNIVERSITY

The Senate of the University of Bombay has approved the following proposals moved by Prof. R.M. Blwalkar regarding the academic status for college librarians in its meeting held on March 25, 1980.

Proposal of Professor R.M. Blwalkar to recommend to the Executive Council to take proper and necessary steps to move the State Government to amend the Maharashtra Act, XXII of 1974, suitably, to accord Academic Status to College Librarian.

Professor R.M. Blwalkar has given notice of his intention to move—

“The Senate recommends to the Executive Council to take proper and

necessary steps to move the State Government to amend the Maharashtra Act XXII of 1974, suitably to accord Academic Status to college Librarian, enabling him to participate effectively in smooth and streamlined Academic Library Service for the benefit of Academic Community viz. Teachers and Students. Pending this it further recommends to the Executive Council to issue directions to accord academic status to college-librarian by taking steps such as:-

- (i) The college-Librarian be considered as Head of the Department of Library and be consequently treated as a member of staff common room.
- (ii) The Librarian be allowed to contest election to the Local Managing Committee of the college from among the members of the teaching staff.
- (iii) Norms of proper and adequate library service in colleges be laid down by the University and the required strength of qualified and other staff under the control of the Librarian be prescribed.
- (iv) Board of Librarians on the lines of Boards of Studies in various disciplines, be created at the University level and its elected Chairman be made *Ex-officio* member of the Academic Council.
- (v) The University Librarian or some senior librarian be associated to work on committees that may be appointed for periodical inspection of affiliated colleges.
- (vi) The college Librarians be granted

right to vote and contest election to the Senate in their own capacity.

**SEMINAR ON REFERENCE SOURCES
ON SOUTH ASIA, RAJASTHAN
UNIVERSITY, JAIPUR,
OCTOBER 27-30,1979**

The Seminar presided over by Shri B.S. Kesavan was attended by about 40 delegates including representatives from the United States and Bangladesh. The Seminar made the following 26 recommendations in all.

Group I : General Indexing Initiatives

1. The Seminar recommends that Indian Press Index published by the Delhi Library Association be strengthened financially to enable it to publish it in printed form and suggests to the publishers to include English language newspapers of other countries in South Asia also.
2. The work of indexing non-English language newspapers of the countries in South Asia be taken up by the regional centres of ICSSR.
3. The present list of theses compiled by the Association of Indian Universities should be continued with enlarged comprehensiveness for which the cooperation of University librarians should also be enlisted.
4. As a first step towards indexing humanities in general and in view of the work in the area of linguistics

tics and languages undertaken by the Central Institute of Languages, Mysore, the Institute should be strengthened with requisite manpower to enlarge the scope of its work to include languages and literatures of all South Asian countries.

5. Kurukshetra University be approached to widen the scope of their publication '*Praci-Jyoti*' so as to include entries on art and architecture in South Asian countries other than India.
6. '*The Asian Social Science Bibliography*' brought out by Institute of Economic Growth and '*Documentation on Asia*' brought out by the Indian Council of World Affairs be strengthened with financial support to enable them to continue their work regularly.
7. The National Library be requested to take up the publication of the '*Bibliography of Indology*' as a time bound project.

Group II : Index India

Appreciating the commendable work—initiated by the Rajasthan University Library in publishing *Index India* and considering the importance *Index India* has played in the dissemination of information relating to India, the Seminar strongly recommends that:

8. The *Index India* project be strengthened both financially and organisationally.
9. Since the Rajasthan University has already taken up responsi-

bility for the continuation of the Project, the Seminar strongly feels that the University should constitute a separate division with sufficient resources—physical, financial and manpower—and entrust full responsibility for its compilation, publication and distribution etc. to it.

10. An Advisory Body comprising of experts in various fields including Library Science be constituted for the purpose.
11. Possibilities should be explored to obtain support and financial assistance for *Index India* from agencies like UGC, ICSSR, DST, etc.
12. The Seminar felt the need for a similar reference tool pertaining to South Asia and recommends a separate *Index South Asia* (excluding India) be published by the same agency.

Group III : Reference Work in Indian Languages

13. The Seminar took notice of the existing reference sources in Indian languages and also the praise worthy efforts of a number of individuals and institutions who have done laudable work in the area of reference work. The Seminar recommends that the publication of the following types of reference works be undertaken immediately:
 - (a) Retrospective bibliographies for books.
 - (b) Retrospective Indexes to Periodical literature.

- (c) Current bibliographies for books.
- (d) Current Indexes to Periodical literature.
- (e) Reference books in English language relating to Indian States.
- (f) Children's Encyclopaedia's.
- (g) Bibliographies of children books.
- (h) Biographical dictionaries and
- (i) Yearbooks.

Group IV : Reference Sources on South Asia

- 14. The Seminar resolves that there is need to prepare State of Art Reports about reference tools/works available on various-regions indicating the gaps as well as the tasks/projects which need to be taken at the earliest.
- 15. The work pertaining to the preparation of the State of Art Reports may be assigned to the Departments of Library Science and/or to other agencies competent to undertake the job.
- 16. There is need to establish an agency to coordinate the bibliographical control in South Asian countries.
- 17. Efforts need to be made to ensure free flow of information in the region.

Group V : Bibliographical Control in South Asian Countries

- 18. The Seminar urges the Ceylon National Library Services Board to establish the National Library at a very early date and to invest it with the responsibility of producing principal reference works.

- 19. The Seminar recommends that the Centre for Economic Development and Administration and the Centre for Nepal and Asian Affairs of the Tribhuvan University, Kathmandu be vested with the responsibility of overseeing the publication of basic reference tools on Nepal. The Centre for Study of Nepal in the BHU and the Centre for South Asia Studies in Rajasthan University may extend co-operation, if so required.
- 20. The Government of Bangladesh be requested to establish an agency to undertake publication of basic reference tools and the National Library, Calcutta, may be requested to cooperate, if so required.
- 21. The Seminar recommends that agencies which are already handling documentation works on Pakistan in India be identified and a co-ordinating agency to plan and execute the work, may be established.

Group VI : Archival Material

- 22. The Seminar recommends that the agencies which possess or are likely to acquire private archives be requested to compile on priority basis check lists of papers and issue the same with suitable introductory notes. The Seminar also recommends that descriptive lists of collection be prepared on a strictly selective basis.
- 23. In so far as public records are concerned, immediate steps should be taken for the compilation of guides of archival collections

in the country briefly describing the collections in aggregate with an index to the contents of the guide.

24. In so far as Islamic manuscripts are concerned, the ICHR should explore the feasibility of a *Catalogus Catalogorum*.

25. The Seminar recommends that Archaeological departments, Museums and other private institutions in the region which are rich in photo collections and which have already published catalogues of their holdings of photographs and negatives should bring them up to date.

Group VII : Encyclopaedic Compilation

26. The Seminar recommends the compilation of a Hand Book of Medieval India and an Encyclopaedic Dictionary of Indology.

WEST BENGAL COLLEGE LIBRARIANS' ASSOCIATIONS CONVENTION, CALCUTTA, MARCH 23, 1980

The following five Resolutions were passed by the Convention:

Resolution No. 1

Keeping in view the seminal fact that learning is the end and teaching is one of the many means, this convention of West Bengal College Librarians most respectfully, urges upon the authorities to make a sharp departure with the past by introducing the library-oriented curriculum in collegiate and higher education.

Higher education, to be truly meaningful, needs to be geared to the optimum utilisation of economic resources in tune with the nation's social and cultural milieu, where creative faculties find ever new outlets in its train, and the higher education thereby taking a new shape and course with corresponding transformation in teaching and learning method, only emphasises the key role of the libraries because of the knowledge-explosion during the latter half of 20th century.

As higher education, to be worth its name, is vitally dependent on the fruitful utilisation of latest research materials, library plays the foremost part in guiding the students by its indexes, abstracts, analytical entries, preparation of bibliographies etc. and by providing useful reference services to them.

This Convention is of firm belief that constant touch and close collaboration between the lecturers in class room and the properly qualified librarians striving their utmost in equipping and keeping them abreast of latest knowledge, will lay the foundation of a truly library-oriented teaching and learning.

All that the convention can, therefore, demand with due modesty and seriousness, is the appointment of a time-bound Education Commission consisting of eminent educationists, Vice-Chancellors of outstanding distinction backed by expertise in the disciplines of Economics, Technology, Psychology, to suggest Library-centred curriculum for collegiate and higher education in sharp breach with the out-moded approach to higher education, which will exploit the resources of the library and make the librarian offer his service as a vital linkman in his

role of a supplimenter, as teaching is a cooperative enterprise and library is second only to the instructional staff in its importance for high quality instruction and research.

Resolution No. 2

Library being the heart of educational activities, this convention respectfully urges upon the suitable authorities to bring about long-felt changes in the service condition and emoluments of the professional, semi-professional and non-professional staff of the college libraries.

This Convention sincerely believes that up-grading of the librarian alone, will not enable the library to cater its resources effectively to its clientele.

This Convention of the College librarians of West Bengal notes with deep dismay and anguish that notwithstanding the urgent need of the existence of a college library, the same is denied to the students of a number of colleges by not providing a library for every college, by not providing a librarian for every college. This Convention further resolves that the Govt. may take necessary measures to appoint qualified Librarian for each of the College Libraries.

Resolution No. 3

This Convention of West Bengal College Librarians registers its mordant protest against the manner in which the Calcutta University Act, 1979 has sought to accommodate the College Librarians under the purview of the Act, denying them the status of teachers. The Convention notes with deep chagrin the

legislators' vacillation to accord the college librarians the status of teachers.

This Convention fails to realise the employment of ambiguous and equivocal language to define the status of the college librarians. The college librarians have been negatively defined as they are said not to belong to the non-teaching staff of the college. The lacunae will only make confusions worst confounded and create deep frustration among the college librarians.

Therefore, we demand that the Act should be amended accordingly so that the college librarians have given the teachers status in the said Act.

Resolution No. 4

This Convention most respectfully urges upon the nine-member committee nominated by the Chancellor of the Calcutta University to assist the Vice-Chancellor to review the 1st Statutes, 1st Regulations and 1st Ordinances so that Librarians are categorically and distinctly defined as College Lecturers and be guided by the rules in respect of terms of employment and conditions of service, leave rules, retirement benefits and representation on the Governing Body and Teachers' Council as applicable to lecturers and by the same Money Rule guiding college lecturers.

Resolution No. 5

This Convention notes that the circular issued by the Deptt. of Education, New Delhi dated 7-1-1977 recommending three-tier pay-scale for college librarians on the basis of difference of pay-structure, allowed the Education Depart-

ment of Govt. of West Bengal to introduce in their discretion after taking local conditions into consideration, new scales of pay, different from those adopted by the Central Universities.

The Convention notes with dismay that the Department of Education, West-Bengal, in its typical dilly-dally fashion after the expiry of 30 months now contemplate to introduce the lowest tier of the U.G.C. -recommended pay-scale of Rs. 550-900 and thrust it on Govt. and Non-Govt. Colleges of West Bengal.

The Education Department after whiling away a period a more than two and a half years, when it could submit an alternative pay-scale in keeping with the declared views of all the mass organisations of higher education, could not be seen in opening meaningful dialogue with the U.G.C. in the interest of the library professionals of higher education of this state, which all through remain deprived and neglected by the step-motherly attitude of the Centre.

The State Govt. is respectfully urged to come out with a pay-scale for the College Librarians when the Education Deptt., New Delhi, allows the State such option, giving Rs. 700-1300 to all the existing college librarians and Rs. 700-1600 in case of those librarians possessing comparable qualifications with those of college lecturers and which appear to be quite relevant when the college lecturers are sanctioned uniform scale of pay at per with that of the University Lecturers.

U.G.C. recommended three-tier pay-scale being not logical and going counter to norms so far declared by different commissions on National Wage Policy, the

Ministry of Education, West Bengal is respectfully urged upon not to throw away the interest of the College Librarians of this State while their counterparts in other states in India are allowed to enjoy higher scales of pay.

REVISED PAY SCALES FOR BOMBAY STATE LIBRARIANS

The following extracts from the report of the Second Maharashtra Pay Commission (1975-77) Part-I headed by Justice R.R. Baala may be of interest to our readers:

“1413. Librarians. All higher categories of Librarians are on the old scales recommended by the University Grant Commission. We understand that proposals regarding revision of pay-scales of the Librarians have since been received from the University Grant Commission and are under consideration of Government. We are not therefore making any recommendations regarding the Librarians who are already on the old University Grant Commission's scales. In the case of other Librarians, we have recommended revised scales as under.

Prescribed Educational qualifications	Grade and scale of pay recommended by us.
S.S.C. with a certificate in Library Science	Gr. 6 Rs. 290-465-Extn.-515.
Graduate with a Diploma or degree in Library Science	Gr. 8 Rs. 265-660-Extn.-735

In the cases where higher qualifications or long experience have been prescribed, we have recommended Grade 10 on Rs. 500-900.”

REVISED PAY-SCALES OF COLLEGE AND UNIVERSITY LIBRARIANS

In response to a communication sent by INDAAL (Indian Association of Academic Librarians) to the Union Education Minister on the above subject on May 14, 1980, the following reply has been received from the Ministry of Education and Culture on September 3, 1980:

"I am directed to refer to your letter dated 14.5.80 addressed to the Union Education Minister on the subject noted above and to state that the revised scales approved by the Govt. for Library Staff were communicated to the State Governments on January 7, 1977 for consideration and acceptance. However, since the announcement of the decision, there had been representations from the Associations of Librarians in Universities and Colleges for up-gradation of their scales of pay at par with those of teachers. The matter was considered in consultation with the U.G.C. more than once but the Govt. could not accept the demand.

In April, 1979, the Commission had suggested that Librarians and Physical Education Personnel in universities and colleges could also be sanctioned the revised scales at par with those of teachers. The Commission was, however, informed that the Government was unable to accept this suggestion, since the period, during which central assistance was payable to States for the purpose, expired on 31-3-79. The Central Government is also not in a position to recommend upgradation of pay scales to the State Govts. without offering any financial

assistance to them. The State Govts. would, however, be free to sanction any pay scales for the staff working in their universities and colleges from their own resources.

Yours faithfully
C R Pillai
Under Secretary"

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NATIONAL SEMINAR ON HEALTH SCIENCE LIBRARIES, BANGALORE, FEBRUARY 5-7, 1980

A 3 day seminar was jointly sponsored by the National Institute of Mental Health and Neuro Sciences; Directorate General of Health Services; National Medical Library; World Health Organization; and the Department of Science and Technology. The Seminar was inaugurated by Dr B Shankaran, Director General of Health Services, Govt. of India. The following resolutions/recommendations were made:

I. Recognising the existence of lacunae in the physical and human resources in the health science libraries in India, this Seminar recommends that adequate steps in the form of:

(i) formulation of library standards in relation to collection, information services, manpower, furniture/equipment, space and finance; and

(ii) recognition and provision of status comparable with other professions for information personnel of health science libraries be undertaken which in turn would facilitate strengthening of the resources and services of the health science libraries.

II. Recognising that the informational needs of the different groups of users of the health sector are not being met with adequately, this Seminar recommends for a survey of the different users' groups of the health sector-doctors, specialists, para-medical personnel, public etc. to elicit their informational requirements.

III. Recognising

(i) the availability of international on-line information services (being available of by some countries presently);

(ii) the key role played by WHO (South-East Asia Regional Office, New Delhi) making the different services available; and

(iii) the availability of necessary expertise and know-how within the country in institutions such as Indian Institute of Science, Insdoc, DRTC NIMHANS this Seminar recommends that:

Necessary action should be initiated in India to explore the possibility of getting such services for dissemination of health science information within the country.

IV. Recognising the importance of trained manpower at different levels for effective information services to health sector this Seminar recommends that :

(i) Course in medical librarianship with appropriate syllabus, course contents, duration etc., be framed at bachelor and master level; and

(ii) programmes for in-service-training and continuing education should be organised periodically for all levels of workers in the health information sectors.

V. Recognising the inadequacy of coordination in the generation and utilisation of information services nationally and internationally this Seminar recommends that:

The National Medical Library should act as the agency to coordinate efforts regarding.

(i) Creation of sub-sectoral health information systems;

(ii) Creation of data bases for Indian medical literature;

(iii) resources sharing; and

(iv) initiation of action with other national and international organisations/programmes, etc.

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SEMINAR ON ISIS PACKAGE, DELHI, 18 FEBRUARY 1980

The first meeting of the development group on the ISIS package organised by CENDIT, India was held on 18 Feb., 1980 at India International Centre. Sarvashri B.S. Kesavan, L.J. Haravu and R. Satyanarayana were amongst the members of development group. Shri A.S. Riazada and Shri A. Krishnan also attended the meeting.

Working group considered the possibilities of utilizing the ISIS package. The areas in which ISIS package can be successfully used were considered like feasibility of computerization of Indian Science Abstracts and some other suitable projects. The group expressed the possibility of developing and maintaining the package on other makes of computers which may be available in good

number in the country. As a long range programme it was considered that ICL, DEC10 and ECIL versions of ISIS package could preferably be developed.

The meeting of the development groups for ISIS package was preceded by a seminar on the package coupled with the presentation on ISIS package. The seminar was attended by 30 librarians and Information specialists. Shri Anil Srivastava, Director CENDIT, inaugurated the seminar. The system details, like working of the system, file maintenance and generation, search techniques used by ISIS package were presented by Shri Naveen Patel. Shri Krishnamoorthy of Computeronics, India described the total overview of the system and the implementation of the system on Russian Computers available at Computeronics, India. Shri A.S. Raizada gave a brief explanatory talk on the relevance bibliographic work with respect to the ISIS package.

The seminar concluded with an optimistic note on the possibility of organising similar seminars with sufficient background programme and demonstration techniques in the near future.

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THE 36TH CONFERENCE OF BENGAL LIBRARY ASSOCIATION : BURDWAN 2-4 MAY 1980

The 36th conference of Bengal Library Association on the theme 'Standardisation of Public Libraries and their Services' was held at Burdwan during 2-4 May, 1980. Shri B. Guha presided over the technical sessions of the conference. Considerable importance

was attached to this conference as it was held only a few months after the enactment of the West Bengal Public Library Bill. Apart from the main theme of the conference, there was also one session on the standardisation in university and college libraries.

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UNESCO TRAINING COURSE IN INFORMATION HANDLING ORGANIZED BY INSDOC, 10-20 SEPTEMBER 1979

INSDOC in collaboration with Unesco conducted two-week training course in 'Information Handling' for library and information personnel in countries of South and Central Asian region. Unesco had sponsored this course within the framework of its UNSIST General Information Programme, which aims to assist its members countries in building up their manpower potential in the growing and important areas of information. There were 18 participants from Bangladesh (2), Burma (1), India (9), Iran (1), Nepal (1), Pakistan (2) and Srilanka (2). Participants were mostly practicing librarians and information professionals working in university libraries, research institutions and documentation centres.

The course was inaugurated by Mr. Kan D. Mariwalla, Chairman-cum-Managing Director, the National Industrial Development Corporation, New Delhi. Prof. B.S. Kesavan gave the keynote address. Shri A. Krishnan, Scientist-in-Charge, INSDOC and Dr. Aung Gyi, Director of UNESCO Region-

al Office in New Delhi also spoke on the occasion. Participants from different countries presented their country reports highlighting information activities in their country.

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The main aspects covered in the course were: Information flow and information sources; information systems; information processing and organization; information technology; information products and services; and planning and management of information systems. Visits to various units of INSDOC and PID were arranged to supplement the formal lectures and discussions. A lecture cum demonstration programme on AGRIS was arranged at the computer Centre of the Indian Agricultural Research Statistics.

The faculty consisted of senior members of the staff of INSDOC. Besides, a number of outside experts were invited to deliver special lectures. These experts were from Computer Centre of Indian Agricultural Research Statistics, Department of Science and Technology, PID, DRTC, Department of Library and Information Science of the University of Delhi, BARC etc. A special lecture on 'Challenges to information systems and services' was given by Prof. S. Sampath, member of the Union Public Service Commission.

The course terminated with a brief valedictory function on 22 September, when Prof. A. Rahman, Chief Planning Division of CSIR, gave the valedictory address and distributed certificates to the participants.

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TRAINING COURSE ON ENGINEERING INFORMATION MANAGEMENT AND TECHNICAL REPORT WRITING AT BHEL, HARDWAR 19-22 MAY 1980

This is the fourth training course organized by BHEL for the benefit of its engineers working in various units of BHEL. As in the earlier courses Sarvashri B. Guha, L.J. Haravu and R.N. Sharma participated in this course as faculty members. Shri B. Guha dealt with the topics of engineering information sources and their structure, information system, products and services and principles of abstracting. Shri Haravu talked on the BHEL information systems, storage retrieval and information handling tools and techniques. Shri Sharma covered the area of technical writing and presentation of ideas. The fifth course in the series is scheduled to be held at Hyderabad from 4-7 March 1981.

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IXth IASLIC NATIONAL SEMINAR, NAGPUR, 23rd-26th OCTOBER, 1980

The Department of Library Science, University of Nagpur hosted the IXth IASLIC National Seminar. Professor W M Kalmegh, Vice-Chancellor, University of Nagpur, in his welcome speech underlined the role of libraries and information centres in the creation and dissemination of new ideas and opined that the "Transfer of relevant and appropriate technology to the lower strata of the society can alone bring social justice". Hon'ble Shri S.B. Deotale, State Minister for Education, Energy, Rural Development, Govt. of Maharashtra, while inaugurating the Seminar emphasized that

the "Technological findings should be transferred to the common man to improve his standard of living". He stressed further that the "Rural development is the key to the progress of our nation and that the libraries and information centres will have to play to a great role as catalysts in the Technology Transfer." Dr VA Kamath, Head of Library & Information Services, BARC, Bombay presided over the function. In his presidential address he presented a brief overview of the information scene, both national and international.

The seminar was attended by well over 300 delegates from all over India besides Mr Godfrey Thompson, Guildhall Librarian and Director of Libraries & Art Galleries, London, and Mr Shahid Akhtar, Information Sciences Representative-Asia, International Development Research Centre, Canada. About 40 papers were presented and the following resolutions passed:

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Theme I : Role of Information Centres in Technology Transfer

RESOLUTIONS :

I. *Considering* the importance of Technology Transfer (TT) in the development programmes of the country and other political and socio-economic aspects involved,

Noting the gaps in the planning, selection, generation and assessment of technology appropriate to needs of the country,

Considering the constraints in the transfer of technology from laboratory

research to design engineering and to the end user through promotion and propagation,

Taking note of the problems in international transfer of technology-identification, adaptation: cost-benefit etc.,

Realising the need for diffusion of technology to rural and other sectors through package deal and appropriate methods,

The seminar *considers* that the Lib. and Information Scientists constitute an important link in the TT chain comprising the policy-makers, scientists, technologists, social scientists, library and Information personnel, extension personnel, and the end users as well as the consumers, and they have a vital role to play in bridging the communication gap between different groups, through collection, processing and dissemination of appropriate information and assist the scientists and technologists in identifying the need and in assessing, evaluation and diffusing the technology. To ensure effective technology transfer the role of each of the components in TT chain need be clearly defined and interaction between each of these groups encouraged.

II. *Recognising* that information communication is an integral part of and an essential link in the TT chain and it has an important role in the technology assessment, transfer and adaptation in achieving national development objectives,

The Seminar *recommends* that the National Library and Information System pay special attention to the following:

(A) *Take up* a well-planned programme to develop a technology

Information network to facilitate the provision of effective and efficient information and data services including patent documentation for the wide range of actual and potential users. The information services should aim at maximising the use of information resources, utilising indigenous resources, knowhow and capability to the fullest extent and providing register of imported and indigenously developed technology, as well as register of research and development in progress, alongwith various country profiles;

(B) Initiate user studies to determine the information requirements of various categories of users such as planners, R and D personnel, entrepreneurs, teachers, students, extension workers, farmers, artisans etc., which will facilitate in planning the type of information and extension services to be provided;

(C) *Set up* data and information analysis centres for the purpose of collecting, processing, evaluating, and ensuring effective use of data consistent with the specific needs of the various constituents of the TT Chain;

(D) *Take up* an effective and sustained programme in association with the extension and mass communication activities to carry the message of the value of adopting better technology by artisans and other workers in rural areas and to this end *promote* the deve-

lopment of the public library network through suitable legislation;

(E) *Emphasise* the repackaging of information in appropriate forms, like documentary and audio-visual, in local languages for various categories of users in development activities;

(F) *Examine* the curricula of the library and information science courses so as to orient them to meet the demands imposed by information requirements in T T; and

(G) *Identify* the specialists playing the roll of information gate-keepers' in various organisations and expose them to well designed orientation courses in the art of effective information use and information transfers relating to TT.

Theme II : Role of State-level and National Library Associations in Library Development in India.

RESOLUTIONS :

Considering the potential role that the Library Associations at different levels have to play in promoting the development of an effective library and information structure suited to the National needs, viewing with concern the lack of a National Library and Information policy for an integrated development of the library and information services in the country, *regretting* the absence in most of the States of suitable library legislation which is an essential prerequisite for development of free integrated public library system.

Taking account of the constraints in the functioning of various library associations and the need for activating them to meet their objectives effectively,

Emphasizing the importance of suitable manpower development to ensure efficient library and information services, and realising the lack of coordination among the various library associations at the national and state levels,

The seminar *recommends* that the library associations in India give serious consideration to the following aspects:—

- (a) Formulation of an appropriate national library and information policy for India jointly by the library associations of the country, basing on the guidelines recommended at the IX IASLIC conference held at Roorkee in 1979, and persuading the Government for adoption of the same;
- (b) Enactment of library law in states where no such law exists for establishing free integrated public library service; *removal* of deficiencies in existing laws as well as proper implementation of such laws;
- (c) Ensuring universal availability of publications;
- (d) Formulation of standards for library services;
- (e) Adoption of research and publication programmes;
- (f) Persuading the concerned authorities for introduction of library-oriented education system;
- (g) Promotion of users education programme;
- (h) Adoption of manpower development programme through training workshops, seminars, refresher courses and other continuing education programmes;
- (i) Survey of the manpower resources and requirement;
- (j) Involvement in different activities for protection of interests of library personnel just as activities betterment of service condition, status and salaries, etc;
- (k) Establishment of report with decision makers in governments other authorities and organisations for expansion and an improvement of library and information services as well as for protection of interests of library personnel;
- (l) Formation of a joint council of Library Associations in India for formation of an agreed programme of action at the National level; and
- (m) Enthusiastic and motivating library professionals to take active part in the functioning of Associations and their activities for achieving the aforesaid objectives.

Directions to Contributors

Original contributions for publication and books for review should be addressed to the Editor, Editorial Board, ILA Bulletin C/o Delhi Public Library, S.P. Mukerjee Marg, Delhi-110006 (India).

The typescript should be sent in duplicate, typed neatly in double space on one side of the paper and with a margin of about 5 cm on all sides.

The first page of the manuscript should indicate the title of the article, author's name, professional status alongwith complete address. Every article must be preceded by a brief abstract not exceeding 300 words.

The article should be written, preferably in third person.

Tables should be used in restricted numbers and should be numbered in Arabic numerals. Figures, diagrams and charts should be included with great restraint, and when unavoidable should be on glossy paper and drawn with black ink. Illustrations should be numbered in Arabic numerals and their position in the text should be clearly indicated.

References should be given at the end of the articles.

Illustrations:

- 1 LINE (Maurice B). Optimization of library expenditure on biochemical journals. *J Doc.* 31; 1975; 36-37.
- 2 ESDALLE (A). National Libraries of the world: Their history, administration and public services, Rev ed 2. 1957. Library Association, London. P 246-8.

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1. A Survey of Public Library Services in India, conducted by the Planning Commission's Working Group on Libraries; results tabulated and analysed by D.R. Kalia. Rs. 6; £ 1.00; \$ 2.80. (Postage free).

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(Tel. No. 254431)

Regd. No. RN-10695/66

Printed by Shri Nagendranath Mohanti at Cambridge Press, Kashmere Gate, Delhi-110006 and
published for Indian Library Association, C/o Delhi Public Library, S.P. Mukerji Marg, Delhi-110006.

